

JUNIOR COLLEGE JOURNAL

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JUNIOR COLLEGE JOURNAL

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A Postwar Objective

[EDITORIAL]

THE social and economic forces attendant upon great conflicts have invariably resulted in a demand by society for greater educational opportunities to increasing segments of our population. Some educators and laymen believe World War II will have more influence on educational policies, organization, and methods than any of the previous conflicts. The educational institutions that are able to discover the fundamentals which are to be retained, and at the same time adjust to the demands and needs of the new society which is sure to come, will, of course, be the leaders.

Junior colleges are bound less than others by tradition and custom; in fact they have hardly "come of age." Hence they should be in a position to make a material contribution to this leadership.

If we let the "lamp of the past" aid us in formulating our program, we must recognize the increasing assertion of the right of everyone to an education. If we analyze our society, there is no escape from the realization that education must extend over and beyond the present curriculum and to other than the present enrollment of most institutions. To accomplish this end should be the function of the American junior college. To provide the general education program and a considerable portion of the vocational training for American youth

should be our goal, and adjustments in our philosophy and methods should be made accordingly. This process should not wait until after the war, for then it will be too late, and we shall experience an educational vacuum as we did during the depression. Other and new agencies will endeavor to fill the void.

This extension of general and vocational education to all the people is being approached by some junior colleges, but too many are still confining their efforts to preparation for the standard college course and the professions. True, there are secretarial courses and some other vocational training programs interspersed with various curriculum experiments in many junior colleges, but a program of education for all American youth is too far from realization.

Last week the writer received a letter from a former student now in the service. He expressed his appreciation of the training he had received and told how it was helping him. He then said, "I wonder if the day will sometime come when junior colleges or a reasonable facsimile will be as accessible to the public as high schools are now." This soldier has expressed what should be our aim, an aim which should be accomplished to a considerable degree as we enter the second half of the century.

The development of the general education program will require the most pioneering. It must contain the essentials for a richer life experience for all. This means the inclusion of the so-called "lower third," which many administrators have ignored or avoided and discouraged from attending college. An attempt must be made to give this group an appreciation of the culture which is our heritage. They are entitled to have some understanding of the economic, social, and political forces that have a daily influence on their lives. Perhaps we should say that all classes of society, even "the upper third," will benefit by having this opportunity extended to all. It is only by such means that we may have a more intelligent and ordered development of our society. Art, science, the humanities, the social studies—all must be incorporated into a curriculum in such a manner that they may be received by all.

The vocational training program of our college for all the people will be easier to develop, even though it is more expensive. The demand for training toward a job is insistent and presents a more concrete problem than does general education. In the development of this part of the curriculum we should strive to serve our own community. Because a certain type of vocational training is successful in one locality does not mean that it will be successful in others where different industries prevail. The economic life of each community should receive careful study and the vocational training program developed in the light of the findings of that study.

Last, a junior college with a general education for all and vocational training for many should develop a guidance and counseling program. Many colleges have made valuable contributions in

this respect and much progress has been made. However, present procedures and techniques need improving and refining. More personnel needs to be trained and made available. Parents and students must be made aware of the importance and value of guidance, and confidence in the diagnosis of aptitudes, interest, and ability of students must be instilled in all. In order to make an educational program feasible and worthwhile for all the people, student guidance and counseling must be improved upon and sold to the public.

To those junior colleges which have made great progress in these respects, we may look for leadership. Those which have done some thinking and perhaps accomplished a little must realize the responsibility of the trust our community and our society have placed in us. Seldom has so great an opportunity presented itself to a group of educational institutions and its leaders.

ROY W. GODDARD

SATISFIED CUSTOMERS!

Stephens College, Missouri, is proud of the fact that it had on its campus during the past year 110 sisters of former Stevens women, and 116 other students whose mothers, grandmothers, great-grandmothers, aunts, or cousins had attended Stephens before them.

NEW A. AND M. PROGRAM

The University of Tennessee Junior College, at Martin, is this fall being developed as an agricultural and mechanical junior college, with two full years of work in all the engineering curricula. In addition, plans are being made for expansion of the entire junior college program immediately after the war, including the erection of new buildings.

The Chaffey Philosophy: Education for All

CHARLES J. BOOTH

EXPERIENCE in the field of special courses for adults came early in the history of Chaffey Junior College as an outgrowth of war. This junior college was established in the fall of 1916. Less than three years later, in the spring of 1919, several veterans of World War I, injured in one way or another in service, were sent to Chaffey for special courses which might lead to rehabilitation. During the next two or three years hundreds of such men took work here. For the most part, the courses were in the field of agriculture. Subjects included Pomology, Dairying, Citriculture, Economic Entomology, Poultry, Beekeeping, and Plant Pathology. Some of the men continued in higher institutions after leaving Chaffey; others went directly into the occupations for which they had been studying in the junior college. The experience was unique and enlightening. A recent study shows that these men have, in the twenty intervening years, made a splendid record. Subsequent to the closing of these courses, special classes for adults became a regular part of the work at Chaffey Junior College.

It is recognized that our junior college is a local institution. It serves its

CHARLES J. BOOTH has been on the staff of Chaffey Junior College, California, ever since its establishment 27 years ago. He is now its director. During the more than a quarter of a century since the institution's founding in 1916 Mr. Booth has watched with careful interest the many changes which have taken place in Chaffey's adult program, culminating in the unusual requirements and needs the program must satisfy in the present war years. Most interesting of all, Mr. Booth feels—and most fraught with great possibilities for junior colleges—will be the developments that will take place in the adult education field in the next few years.

own community. To be sure, in doing so it serves also the state and the nation, but its roots are deep in its own community soil. That fact must never be forgotten.

Six years ago, after careful study, a committee of the faculty drew up a statement of the Chaffey philosophy of education. "Education must do more for society," said this report, "than to perpetuate the cultural heritage, dispel ignorance, and maintain social order; it must conserve its total human resources, and make available the creative abilities of all its people." The report then continued: "If education is growth through experience, it is a process never finished and a system of education limited to some span of years becomes illogical and contradictory. Education is continuous as life is continuous. It is not a matter of books, courses, and equipment but a matter of adequately meeting the felt needs of all people. As life passes progressively through its changing periods, each with its own peculiar needs, so is education the agency paralleling these needs with satisfying opportunities. Furthermore, in a society marked by a rapidity of change imposing exacting and continuous adjustment on all its members, the public cannot dispose of its obligation by the maintenance of schools for youth alone but must extend the means for development to all the people who should find there the activities which will add to their personal efficiency and social competence."

Adult Program 1942-43

The courses offered for adults have been the results of the interaction of

community thought and of faculty planning. That the result has been a happy one is evidenced in part by the statistics of registration during the years that these courses for adults have been conducted. Let us look, for example, at the situation last year. From July 1, 1942 to July 1, 1943, 5,232 adults attended one or more courses in Chaffey Junior College. Many of these courses were directly inspired by the war situation. Many of them would have been offered just the same had there been no war. For example, in the regular Night School, 2,182 adults were registered. The following courses were among those offered: Americanization, blue print reading, canteen cookery, chemistry, commerce, food preservation, home nursing, first aid, plumbing, Spanish, switch-board operation, wood shop, and various homemaking courses. Several courses for would-be orange packers were given to relieve the labor shortage in this field. Home gardening was offered in response to the local demand for information dealing with this subject. *On Reservation-Training* courses included aircraft mechanics, drafting, machine shop, parachute maintenance and packing, and other subjects.

The Army sent two thousand men for special training in various phases of aircraft mechanics. There were, for example, a large number of classes in aircraft engines. Another group studied aircraft sheet metal work; yet another aircraft woodwork, and so on through the list, including fabrics and leather, propellers, electricity, and instruments.

The flight training course deserves special mention. Ten years ago, Chaffey Junior College established a course in aeronautics for the regular students. Very soon requests came from the community for courses for wage earners of the community along this line. These

were given at night. Side by side, therefore, courses were developed for young men and for adults in this field of aeronautics. Later flight courses were offered, first to the young men of the junior college and later to adults.

Silver Lake Center

Then came Pearl Harbor; and flight, except under Army auspices, was forbidden in the coastal territories. Chaffey therefore established a Flight Training Center at Silver Lake in the Mojave Desert. It may be said parenthetically that Silver Lake is neither silver, nor, except on rare occasions, a lake. It is a dry lake bed, miles in extent, level as a floor—a natural landing field. Here, surrounded by the sun-parched mountains of the desert, was established the training camp: Two student barracks with a capacity of 60 to 70 students, additional accommodations for 20 faculty members, a mess hall building including two dining rooms and a kitchen, shower rooms, and a hangar for servicing planes. The camp personnel includes 4 ground school instructors, 12 flight instructors, 4 mechanics or mechanic's helpers, 6 repair mechanics, 1 secretary, and 3 camp helpers.

Here also was assembled a fleet of 28 planes, including Cubs, Wacos, Travelaires, and Fleets. The equipment included, further, two Diesel plants for lights and refrigeration, and air conditioning for barracks and mess hall. With this equipment it has been possible to carry on work even during the hottest days of summer, when the thermometer sometimes soars to 120° in the shade—and there is precious little shade!

From this center have been sent successive groups of young men into the Armed Forces who have already done outstanding work in the service of the United States. In the face of many and

sometimes seemingly unsurmountable problems, President Gardiner W. Spring has gone ahead with this project until now it is recognized as one of the outstanding junior college projects in aeronautics in the United States.

Mexican Farm Laborers

Dr. Ralph E. Berry is Director of Adult Education. It is his responsibility to work out the details for the various programs here indicated. Many and diverse have been the problems which he has faced. One of the classes is so unusual that I have asked him to discuss this class in his own words. Dr. Berry has responded with a discussion of the training of Mexican Nationals:

"One of the most unique features of the present adult program is the training of Mexican National Farm Laborers. According to the agreement between the United States Government and the Republic of Mexico, instruction is to be offered to these Nationals in agriculture and English. No effort is to be made to Americanize these workers because they are here only temporarily and plan to return to Mexico. However, a definite effort is to be made to foster a spirit of cooperation between the two countries, and to see that those who wish to avail themselves of the opportunity may learn something of modern methods of American agriculture.

"At the suggestion of the local office of the Farm Security Administration, the Chaffey Adult Education Department undertook to set up classes in agriculture for these Mexican Nationals. Since attendance in the classes was to be purely voluntary, considerable doubt was felt as to the number who might wish to avail themselves of the opportunity. Four classes were set up and three were added later. At the present time there are six classes in operation,

and the probability is that there will be requests for additional classes.

"Several problems were met in organizing this program. Since only a very few of the Mexican Nationals speak English, it was necessary to find teachers who speak Spanish fluently. Also, to meet the requirements of the Bureau of Agricultural Education of the State of California, it was necessary that the teachers selected should have had agricultural experience together with a good working knowledge of modern agricultural practices. We have been extremely fortunate in securing a corps of teachers for this program each of whom speaks Spanish fluently, has lived in Mexico for several years, understands and enjoys working with the Mexican people, and has had sufficient agricultural training or experience to meet the requirements of the Bureau of Agricultural Education. Those who speak Spanish often act as interpreters for those who have special knowledge of some agricultural process or problem.

"Since the workers live in barracks scattered throughout the district, and since in most cases these barracks possess no classroom facilities, it was decided at first to bring the workers to the classes. Then, with the advent of warm weather, it was decided to transfer the classes to two of the larger camps where adequate facilities for classroom instruction could be provided. This later plan of sending the teachers to the camps has worked satisfactorily and has increased attendance.

"It should be remembered that class attendance is purely voluntary; that these men have worked all day in the groves, and that a nine or ten hour day is not unusual for them. After a long day's work, the desire for learning must be very great indeed to bring these men into the classes with any degree of regu-

larity. We have found that attendance sometimes fluctuates surprisingly. On one evening a class may have only eight to ten students. The next evening it may have as many as twenty-five. The lowest attendance for the group was approximately sixty students, and the highest, two hundred and twenty-five. After pay days, or when there is some social attraction in a nearby town, attendance is apt to be quite low.

"Before the classes opened, a head teacher was appointed and charged with the responsibility of developing a course of study, together with daily lesson plans, in collaboration with the Director of Adult Education. The classes meet for a two hour session on Monday and Wednesday evenings. On Monday evening there is usually a motion picture or a brief discussion of some agricultural topic. The discussion is in English and one of the teachers acts as an interpreter. After the talk, the students are given an opportunity to make comments or ask questions. A few of them always take part. For this Monday meeting, they go to their various classrooms where the teachers continue the discussion of the topic and also develop the related English vocabulary using previously prepared mimeographed lesson plans. This work continues in the Wednesday meeting.

"We have made an effort to divide the students into three groups: Those who need to be taught how to read and write; a second group, which might be classed as beginners, who speak no English; and an advanced group, the members of which speak some English.

"The program is financed by the Chaffey Junior College District, which in turn is reimbursed with federal funds for costs of teaching, transportation, supervision, and clerical work.

"We feel that the program is successful because those who have been here will return to their homes with a better understanding of our institutions and our ways of doing things. Also, they will take back with them, and perhaps put into practice, at least a few of our modern methods in agriculture."

Army STAR Program

Chaffey is happy at the moment to participate in another program. This is the so-called Army STAR program. Readjustments have been made of all classroom facilities in the junior college in order to make room for this additional program. These splendid young people, designated by the Army for additional training in mathematics, science, and other courses, are sent here for varying lengths of time, and then sent on to other institutions for further training. A considerable number of the members of the Chaffey faculty are participating in this program. They are enthusiastic in this new service.

Flexibility of Offerings

Historically the emphasis has been changed from year to year. At one time a considerable number of men were trained for the work of agricultural inspectors. At another time when public discussion of national problems was in the forefront, the program included many forums on a large variety of subjects. Without doubt, in the future emphasis will be shifted from one field to another as has been the case in the past. But also without doubt, the work will go on, for education does not cease with the termination of formal schooling, but continues, for those individuals who are alert and ambitious, throughout active life. Chaffey is happy to do everything possible in its special courses for adults to work along this line for and with the community.

Psychology—In the War and After (III)

The Association's Committee on Psychology in Junior Colleges, under the chairmanship of Miss Louise Omwake, has asked a score of national leaders in the psychological field—most of them now in important government service—to (1) suggest desirable wartime modifications in the general psychology course in junior colleges, and (2) describe the important contributions of psychology in their fields to the war effort and postwar reconstruction. The suggestions of these specialists regarding the general psychology course were printed in the September *Journal*. In each of the remaining issues for the year are appearing two or three of the detailed reports of these men on significant psychological contributions toward victory and effective peace. Three are printed in this issue.

Psychological Testing in the Army

MARION W. RICHARDSON

THE EFFICIENT and rapid classification of more than seven million soldiers of course presents problems for which there are no precedents. In spite of the great advances made in military personnel practices during 1917 and 1918, it can hardly be said that any well-defined body of content or procedures existed when mobilization began in 1940. Little scientific work in Army testing had been done between the two wars, whereas other aspects of the field of applied psychology advanced conspicuously. . . .

The reality and immediacy of military problems and the magnitude of the enterprise give to Army personnel work certain special characteristics which are largely the result of specific and peculiar military conditions:

1. *The size of the Army.* Present published plans of the Army call for a force of over seven million enlisted men,

each of whom will be directly affected throughout his military career by Army personnel policies. Data are being collected on virtually all males between the ages of 18 and 38 who are eligible for military service. While such numbers pose formidable physical problems, these are far outweighed by the advantages which result: ease of checking reliability of measures devised, possibility of comparing men from varying geographical areas, constant availability of large samples of almost any type of population.

2. *Diversity of classification and selection problems.* The increasingly technical character of modern warfare has resulted in a degree of specialization far beyond that of 1917-1918, perhaps unequaled in any previous single organization. Tests have been required not only for general classification but for the selection of potential truck drivers, cryptographers, or radiotelegraph operators. Educational achievement examinations are in use to select men with certain required academic backgrounds; trade knowledge tests determine those with specific occupational information; the selection of officer candidates has required the construc-

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tion of various examinations; the new Army Specialized Training Program in cooperation with colleges and universities necessitates the development of selection instruments and a wide variety of periodic achievement examinations in technical subjects.

3. *Military organization and schedules.* The uniformity of conditions in Army installations has many advantages in research; similar records are assured for every soldier no matter where he may be stationed. A record will also have been made of the pre-induction civilian experience of every subject. Military organization, however, also implies military scheduling of the time available for training. Personnel research involves a considerable amount of soldiers' time, and such time is far more important than that of students or industrial workers. This does not at all mean that necessary research cannot be conducted; but time is an important factor in planning military research programs, and results must justify any disruption of training schedules.

4. *Selecting and maintaining samples.* The system of quotas which exists in the Army has a direct effect on the quality of the samples needed for studies. Based on the needs of the various units, quotas are set up over certain periods. In general, an increase in the quota of a training class means a lowering of the quality of men received; a smaller quota will permit the choice

of only the more able trainees. Thus, a considerable variation in quality may exist between two populations engaged in the same type of training, and caution must be observed in comparing test results from one group to another. . . .

5. *Determining validity criteria.* This is perhaps the most difficult of the problems confronting the military personnel technician. The ultimate criterion for all tests given military personnel is, of course, success in their job—the winning of battles. Validation data of this sort have to date been impossible to collect; however, it is hoped that eventually such studies may be made in spite of the obvious and enormous difficulties. In the absence of these types of criteria, training success and job performance are the chief substitutes, and the question of whether such ratings might be altered under combat conditions must be left unanswered for the present. . . .

6. *Field personnel.* Securing competent field personnel was, for a time, a difficult problem. Not enough experienced men were being inducted, and it was often necessary to place in personnel work those with insufficient background or training. At the present time, however, the operation of the Adjutant General's School for officers, officer candidates, and enlisted men in classification positions has markedly affected the calibre of field personnel. . . .

Public Beliefs and Desires about the War

ARTHUR W. KORNHAUSER

THIS REPORT is based on several small-scale surveys in Chicago during the past year. The surveys were conducted by means of personal interviews with a cross-section of the public. . . .

The primary aim of the inquiries has been to secure significant information about Chicago public opinion pertaining to the war, and particularly to gain light on more general attitudes thought to be related to specific war opinions

and to wartime activities. . . . We have sought not to "measure morale" but to obtain understandings useful to those concerned with *improving* "morale." . . . Of the entire 700 interviews, 550 represent cross-section samples of the white adult population; 120 constitute a sample of Negroes; the remaining 31 are from the west-side Italian community. . . .

What I have called "determination to see the war through" was ascertained by questions concerning the making of an early or "negotiated" peace. . . . The general picture revealed in all of the figures appears moderately favorable. Nevertheless, a problem remains when some five to ten per cent of the community definitely favor negotiated peace and an additional five or ten per cent tend somewhat in that direction. . . .

Within our general white sample, the attitudes for a negotiated peace are found slightly more frequently among women than among men and they occur somewhat more at the lowest income level and among persons of limited schooling. These attitudes are especially common, moreover, within the samples of Negroes and of Italians whom we interviewed. In these groups the percentages in favor of an early peace without victory run two or three times as large as in the general population. . . .

Several quite varied lines of inquiry converge on the set of attitudes which

center in the desire or willingness to do, and to see done, whatever is necessary in the war effort. . . . The evidence on these questions creates a fairly favorable, but none too favorable, picture. It is apparent that very large numbers—probably a majority—do what is expected of them without great enthusiasm; they talk and act in terms of war standards but with little personal arousal or spirit of "all-out-ness." The war is still pretty remote. . . .

One of the most interesting questions was aimed at eliciting spontaneous comments indicative of the person's willingness to sacrifice. . . . "As the war goes on, do you expect life to be harder or easier for you? In what ways?" Then came the question: "Suppose that things do become a good deal harder as the war goes on, how do you feel about that?" Here was a simple, straightforward question which contained no indication of the kind of answer expected. People responded with direct and revealing expressions—from bitter complaint to eager acceptance of all difficulties. The responses have been classified into three categories: (1) passive or negative, (2) mildly willing, and (3) positive, enthusiastic, purposive. . . . The percentages of the general white population sample falling in each of these three classes are, in order from low morale to high, 20 per cent, 51 per cent, 26 per cent. (Three per cent were unclassifiable.) Among the Negroes and the special Italian group, two or three times as many were in the "passive or negative" category, extremely few in the "positive" class.

More sketchily, now, a few words about people's "expectations." Almost everyone expects us to win the war, but our results reflect relatively little extreme over-confidence. People are almost evenly split as to whether things

ARTHUR W. KORNHAUSER is serving during the war on the National Research Council's Subcommittee on Psychological Aspects of Readjustment. He received his B.S. degree from the University of Pittsburgh, his M.A. from Carnegie Institute of Technology, and his Ph.D. from the University of Chicago. He taught psychology at the last-named institution for many years, and has also served as director of the Psychological Corporation, Chicago Office.

will be better or worse for them after the war. Incidentally this is one of the very few instances in which the Negro and the Italian groups take a more favorable view than the general population; both groups are far more optimistic about things being better for them than are other people. . . .

I have left until last the set of attitudes which is probably most crucial of those we have investigated. *Do people believe in the war?* What attitudes are prevalent about what we are fighting for? Are people aroused about the war and devoted to the ends of the war in a way that creates determination to do everything necessary—to submerge private interests and to cooperate wholeheartedly in the work and sacrifice the war demands? There are many indications that all is not well in these respects. . . . Our point of view concerning the attitudes under consideration is that the “morale” problem is *primarily* a problem of intensely believed in goals. (This contrasts with theories which view wartime “morale” as having its essential bases in fear, hate, personal activity in war work, blind trust in leaders, belief in victory, etc.) . . .

One line of inquiry sought to learn whether people believe in the positive purposes of the war enough to think we *should* have gone into it. Or is it simply that we were *forced* to fight? . . . Between 10 and 20 per cent still believed that the government should have steered a course that would have avoided war (the staunch isolationists); a number of others are doubtful about the point. Only one person in ten volunteers an answer expressing positive war purposes. Even when the alternative is explicitly presented, fewer than one in four agree that “the government took the right stand even if it meant getting

into the war.” Thus the results indicate that a very small minority of the population has the conviction that the nation is at war in adherence to a high national purpose rather than because it could not help itself or because it was misled.

These attitudes probably reflect the way in which the public has been permitted—or encouraged—to view the United States as being pushed into the war by forces beyond its control. Few people apparently have been given the belief that the government knowingly adopted policies which insisted upon a free world and upon stopping the Axis powers—that these aims were considered so vital that they were to be maintained even at the cost of war. I suggest that it is the absence of this “moral position” which makes the war dangerously meaningless to great numbers of people. . . .

A number of other questions asked people what they would say we are fighting the war for and what they want to see come out of it. The most important findings may be broadly summarized as follows: (a) there is widespread acceptance of the symbols of “freedom,” “liberty,” “democracy” as war aims; but (b) these aims remain extremely vague and abstract with little concrete, personalized reference; (c) the most definite statements tend to be negative and defensive, having to do with protecting ourselves against destruction, avoiding domination from abroad, etc.; (d) only a very small number express beliefs consistent with the view that this really is a “people’s war” to help usher in “the century of the common man.” . . .

It appears that people who are participating actively in the civilian war effort do not differ appreciably in their basic war attitudes from those who are not participating. Stimulating people

to active participation does not necessarily produce generally sound attitudes in support of the war. . . .

Finally, now, a few words on what all this survey material suggests in the way of conclusions for democratic leadership. Large numbers of people remain unenthusiastic about the war effort, loyal and patriotic but unaroused, mildly concerned about doing their part but without much intensity of purpose. Many are pessimistic and cynical about what lies ahead. Not a few even lean toward a negotiated peace. Of course, there are many individuals with motivation far more vigorous than these statements indicate. But the problem is to arouse that stronger spirit *everywhere*. That accomplishment, I believe, turns especially on creating more vivid and idealistic beliefs in the meaning of the war.

The problem of civilian morale demands that people come to identify themselves more fully with positive, personalized war goals; that they come to feel they have a genuine stake in the future; that we are fighting not merely because we were attacked but rather we were attacked because of the values we are willing to fight for. These views are not to be engendered through preaching, though words can help. Action is called for even more urgently than words—action which will unmistakably signify movement in genuinely democratic directions—with respect to Negro rights at home for example, and support of free peoples abroad. As the war is given *meaning* that will stir the common man, problems of civilian morale will largely solve themselves. Our survey results, as I interpret them, point to the need for further moves to build this personal belief in the war.

The Army Personnel Classification System

WALTER V. BINGHAM

THE PERSONNEL classification system of the United States Army, created during the first World War, has been streamlined during the past two years and adapted to the requirements of a highly complex, mobile, mechanized Army.

Two main objectives of classification in a fast expanding military force are to conserve manpower and to expedite training. In order to accomplish these missions, the personnel system is designed to facilitate correct initial place-

ment of officers and soldiers, to maintain cumulative records of their subsequent experience and progress, and to provide a way of locating quickly at any time those who can do what has to be done at once—men able to undertake emergency duties or instantly to replace incapacitated members of combat teams. Each of these objectives has helped to shape Army personnel practice.

Yet another purpose of a sound classification program is to enhance morale. Officers and men are proud to belong to an organization in which each one is called upon to do what he is most fully qualified to do. What sort of team spirit could a commander expect to develop if he had to make his assignments

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by rote? Only when each member of a team plays a part that is within his scope, and that nevertheless requires the best that is in him, will the organization develop *esprit de corps*; and that is another name for Army morale.

The Army's problem of classification and assignment is not an easy one. Consider the vast population involved. . . . What a variety of abilities, aptitudes, and occupational skills these citizen soldiers brought with them! Coming from the farms, the stores, the workshops of the entire Nation, thousands of them knew how to drive a tractor or repair an ignition system. Others could expertly weld castings, repair watches, read transits, keep accounts, carve carcasses of beef, develop photographs, or perform some other necessary duty. The range of skills thus made available is seen in the *Dictionary of Occupational Titles*, which defines the names of no fewer than seventeen thousand different civilian jobs, occupations, and professions. Classification officers responsible for identifying the kinds of work performed by the soldiers in civilian life have found this dictionary an invaluable work of reference.

A surprising number of these occupational skills are needed in the American Army, but men can seldom practice their civilian callings in the military service without first learning a good deal that is new to them about the analogous military occupations. Expert telegraphers, radio repairmen, telephone linemen and switchboard installers, for instance, need weeks if not months of Army experience in preparation for duty in communications units of the Signal Corps. . . .

The task is further complicated by the fact that the occupational supply seldom exactly matches the demand. Many more young lawyers have turned

up among the selectees than the Judge Advocate General and the Quartermaster General need as lawyers. The Surgeon General, on the other hand, is confronted with a shortage of qualified medical assistants. . . .

Competence in a civilian occupation obviously is but one of the factors to be taken into the reckoning when matching men and jobs. The individual's physique, energy, intelligence, adaptability, interests, initiative, stability, and other personal characteristics on the one hand, and on the other, the needs of the service, must all be weighed if manpower is to be conserved, training facilitated, and *esprit de corps* insured. . . .

LIBRARY BUDGET

How should a junior college library budget for new books be distributed? Of course there is no one answer to this question. It depends upon the curriculum, the present holdings, and other factors. Junior college librarians may be interested, however, in comparing their distribution with that reported by Wave Noggle, librarian of Virginia Junior College, Minnesota, in his last annual report. Following was the budget, which totaled \$2000:

Biology	\$125
Chemistry	60
Economics	125
Engineering	40
English and Drama	175
French and Spanish	20
General	830
German	20
History and Political Science	200
Home Economics	40
Mathematics	25
Music	65
Philosophy and Psychology	50
Physical Education	45
Physics	65
Public Speaking	40
Sociology	30
Terminal Business	40

Food Conservation—War Job for Junior Colleges

ROBERT T. OLIVER

UNDER the impact of the war junior colleges have suffered some heavy blows in loss of students and disruption of their normal programs. But like the rest of the school system, from kindergarten through graduate school, they are finding that the war is rendering them one great and enduring service. It is relieving them of the charge of ivory-tower remoteness from the facts of life. In the junior colleges today *living, serving, and learning* are all but synonymous terms.

Students who have not withdrawn from college to go into the armed forces or to work in war plants are likely to be preparing in college for some kind of specific war job. And while they are learning skills to use later, many are participating in war projects while still in school. This participation constitutes the strongest bridge at present between the junior colleges and the communities which they serve. Under present conditions the strengthening of that bridge will serve the best interests both of our nation in its war struggle and of the junior colleges themselves. The war is the vital

fact around which our living centers. Aiding the war effort is the service which currently counts most. It is a major motivational drive for much of the learning activity in which the students engage.

Among the war problems of greatest concern to the nation is the food situation. Despite record-breaking production—an estimated 31 per cent increase in 1943 over the 1935-39 average—Americans have had to adopt food rationing. We have produced more food than ever before, yet because of military and Lend-Lease requirements, and even more because of the tremendous increase in civilian purchasing power, we cannot give civilians all they want of all foods produced. And no matter how much food we may produce next year, the demand will still far exceed the supply.

This is why we have come sharply face-to-face with the challenge of food waste. This is why in a recent speech Food Administrator Marvin Jones declared: "Next to production of food is the prevention of waste of food; therefore next to its production on the 6 million farms of our land is the prevention of waste in the 35 million homes of the country and in the many hotels and eating places in the various states of the Union."

The Food Administration is concerned about some estimates of food waste which have recently been made:

20 to 30 per cent of our entire food production wasted!

15 per cent of all food purchased by housewives thrown in the garbage can!

6 per cent wastage of food left on plates by restaurant patrons!

ROBERT T. OLIVER is Chief of the Schools and Public Institutions Section, Food Conservation Division, War Food Administration. A hint of his aptitude for the job is implicit in his statement, "New England extraction and Scotch ancestry are factors predisposing me to an aversion to waste!" Dr. Oliver is especially fitted to advise upon the part junior colleges may play in food conservation not only by his present position but also by his two years' experience as dean of Clark Junior College in Washington State, where he served during 1933-35. Dr. Oliver's writings include magazine and newspaper articles and four books, of which the latest, *Development of Ideas*, is just off the press.

3 to 10 per cent food waste in retail stores, partly because of customer carelessness!

More waste in the distribution process, between farms and homes!

In terms of poundage, the home food waste is impressive:

300 pounds of food products thrown out per person per year!

225 pounds of this food waste found to be edible!

Enough food waste in our homes alone to supply the 1942 needs of our armed forces and Lend-Lease!

Reducing this staggering waste of food is a Number 1 war job because:

1. This wasted food constitutes the most economical and easily accessible reservoir of extra food that is available to us;
2. Not everyone can be a food producer, but every man, woman, and child in the country can be a food saver.

For the junior colleges the food conservation program presents an opportunity for both learning and serving. It presents educational avenues for utilization within the school, and action outlets for engaging the cooperation of the community. The several suggestions which follow will indicate some of the ways in which each junior college can contribute toward the solution of the food wastage problem.

Community Programs

The *Food Fights For Freedom* campaign is being carried on through newspapers, radio, magazines, and all types of national organizations. Women's clubs, service clubs, and other organizations are receiving information and suggestions for food conservation projects from their own national headquarters. In many instances they would be glad to have speakers from the junior college student speakers' bureau address their meetings on the significance of food waste, and how to prevent it.

When the junior college dramatic club is selecting its mid-winter play, it

would do well to consider the war food play, *It's Up To You*, which was prepared by the War Food Administration. The script is of the "living newspaper" type, using short spot-scenes, space staging, blackouts, etc. Two versions are available, one a regular 1½-hour show in six scenes with film, and the other a 40-minute tabloid, with a 15-minute film and three scenes. The play was written and developed for amateur production and is simple to produce. There is no royalty charge. The script and further information may be secured free by addressing a request to the Marketing Reports Division, Food Distribution Administration, Washington 25, D. C.

Your junior college may already be lending its support to one or more of the eight community food conservation projects on which clubs all over the country are working under the leadership of the nutrition committee of the local defense council. In some localities, the junior college itself may take the lead in developing one or more of the projects. Listed briefly here, they are described in detail in the pamphlet, *Help Reduce America's Waste Line*, issued by the War Food Administration:

1. Establishing "Clean Plate Clubs"
2. Public school food conservation program
3. Food-saving programs for local stores and restaurants
4. Rodent and insect control
5. Adjustment of wasteful eating habits
6. Volunteer help in harvesting crops
7. Home and community canning projects
8. Campaign to educate the public on food conservation

Individual Projects

Saving food is after all largely an individual matter. Most of the waste is in ounces and dribbles, not in pounds and bushels. Cumulatively the amount is tremendous, but the day by day wastage in most homes is in small and

seemingly insignificant quantities. This waste can only be stopped when every individual helps save food by such steps as the following:

1. Joining the "Clean Plate Club"—America's most unexclusive club: "the only dues are a clean plate after every meal."

2. Taking no more food on their plates than they can readily eat or than they need for health.

3. Eating foods commonly discarded: parsley garnish, the jackets of potatoes, vegetable and meat juices (often poured down the sink), bread crusts, the lettuce foundation for the salad.

4. Encouraging cooking of greens—turnip and beet tops as well as specially purchased greens. This practice will not only save food but will strengthen our diet where it is nutritionally weakest: in vegetables.

5. Accepting gracefully left-over dishes: casseroles, stews, soups, salads.

6. Adopting wartime table manners designed to save food: Tip up the soup bowl, mop up the gravy with a piece of bread, squeeze the last drops of juice from grapefruit or orange, pick up bones in the fingers, and clean up one's plate.

7. Making war on rodents and insects which destroy huge quantities of food supplies. One rat will eat 50 pounds of grain or equivalent food in a year. In these days we cannot afford to support strange pets. Mice and insects in the pantry are more than a nuisance—they are food destroyers, and must go!

School Projects

In many courses the food conservation program finds a natural place. For English and speech courses it provides materials for themes and talks. In history, sociology, and economics courses it offers endless scope for discussion and study of the effects of food shortages on the destiny and social and economic patterns of peoples. In international relations courses it offers a natural approach to solution of some of the most pressing postwar problems. In science courses it offers innumerable projects in the study of composition and decay.

The one way food wastage can be made real to any community is by demonstrating its local significance. The junior college may make a real

contribution by sponsoring local surveys of the food situation. Wholesalers and retailers will usually welcome and aid in a study of the local food distribution process. The sanitary engineer and public health officer will usually be glad to assist in surveys of the amount, kinds, and sources of local food waste. The county agricultural agent will aid in a study of farm food wastage and suggest remedies that may be applied.

Many schools will want to arrange supervised visits to the city garbage dump. The sights and smells and facts found there will not be pleasant. Food spoiling in garbage piles is neither attractive nor valuable to the nation. There is nothing like an inspection trip to demonstrate that the little individual molehills of waste really do mount to an appalling collective mountain which is intolerable in these times.

In all probability the local newspapers will cooperate by sending photographers and reporters to inform the public concerning the food waste that is found. No housewife with a ration book can remain indifferent to food waste when she realizes how much of it there is. The 624 junior colleges can do much to create this realization and thereby help to save 20 to 30 per cent of our food supply.

The facts on food waste, summarized in two pamphlets called *Facts on Food Waste*, and *Help Reduce America's Waste Line*, have already been sent to every junior college administrator. Single additional copies may be secured by writing to the Food Distribution Administration, Washington 25, D. C. Junior colleges will also be interested in the food conservation program for public schools, outlined fully in the September 1, 1943, issue of *Education for Victory*, published by the U. S. Office of Education.

Equal Access to Education (II)

SYMPOSIUM BY JUNIOR COLLEGE LEADERS

Undoubtedly the recently issued 1943 Report of the National Resources Planning Board will have a very important influence on future plans for education in the United States. Because of the importance of the education section, entitled "Equal Access to Education," significant extracts from it, which were printed in the September issue, were sent to a selected group of junior college leaders throughout the country with a request for their reactions for publication as a symposium. For this purpose the presidents of national, regional, and state junior college organizations were chosen. The letter sent to each of these individuals said, in part: "You may care to comment, favorably or unfavorably, upon the recommendations regarding organization, method, curriculum, finance—or upon the junior college implications of the report as a whole. You may wish to consult other members or officers of your organization in order to make your statement more representative."

Replies from presidents of regional and national junior college organizations were presented in the September Journal. Those received from presidents of state organizations are printed below.

New England

James H. Halsey, President, Connecticut Conference of Junior Colleges, Bridgeport, Connecticut

The junior college will certainly play a major role in the postwar period if there is ample justification for the hypothetical figures presented in the 1943 Report of the National Resources Planning Board regarding the needs for post secondary education. An estimated increase of 600 per cent in the 1940 enrollment of 150,000 in junior colleges and two-year technical institutes will necessitate the establishment of many new junior colleges, while those which survive the present crisis will have their facilities taxed beyond all limits.

It would seem that almost everyone would heartily endorse the recommendations in this report. Equal access to education, changes in classroom procedures and scope of program, emphasis on education for living in a democracy, and raising of the professional standards for teachers with accompanying increased salary schedules have long been advocated as essential.

This program should be sponsored by the Federal government. Left to pri-

vate initiative or to the states, it will be poorly done, or not done at all. There is the danger, of course, that any federal program will dominate and control, that it will not make use of existing facilities—and worse, actually force many privately organized educational institutions to close. The program should be so administered that existing junior colleges could become semi-public institutions through federal subsidies, thereby preserving their usefulness and individuality and at the same time keeping down the total cost by not building new school plants and organizing new systems.

The present dilemma of higher education plus the eminence of this report present an excellent working basis for a critical analysis of the junior college movement. Now is the time for junior colleges to look at themselves objectively, re-state their educational philosophy, reconsider their aims and objectives, and plan for the postwar period which can bring "full employment" and a "national income" sufficient "to provide the kind and quality of education needed by children, youth and adults, and to give equal access to such education to all who need or desire it."

Southern

Charles Frank Schmidt, Former President, Texas Association of Junior Colleges, Brenham, Texas

Recommendation No. 1 is intended to make our education more democratic. "Equal opportunities for all"; yet how unequal they often are. Some way should be found to make possible not only equal access by all children and youth to elementary and high school education, but it should be obligatory upon their elders that the children be sent to school. It seems some larger unit must be adopted through which non-progressive communities can be brought in line with the progressive ones.

There are possibilities of abuse in Recommendation No. 3. Guidance bureaus will have to be organized to ascertain the need in each field. The applicants will have to be admitted on a competitive basis. The danger for abuse will be largely on the economic side. Is everybody to receive aid, or only the needy ones? Practically every applicant will accept, or even ask for, aid. Who needs aid and who does not? Or shall the taxpayers carry the whole burden regardless of the applicant's income?

If the general intelligence level of the population is to be raised soon, diffusion of knowledge among adults must be provided for. This can be done, as suggested in Recommendation No. 4, through the press, demonstration agencies, educational broadcasting, forums, etc. A good beginning has been made through some of these media. Regular agencies must be provided for all of these sources of information.

Our democratic way of life will not save itself. The citizens who have the vision and who are farsighted enough to see how knowledge can and must be

diffused to all strata of society are the ones who must propagate this way of life. Such a program will call for the best prepared instructors, who will have to be well paid so as to insure the best talents for this work. A high level of intelligence and broad vision among the instructors will reflect itself in the lives of those who come under the influence of their leadership. Even the parents and other members of the families will be influenced by great teachers. However, these parents may have to be reached more directly, so as to lift the entire population to that level of intelligence where tolerance, cooperation, and openmindedness will manifest themselves in the thinking of the people. Recommendation No. 6 holds out great possibilities.

Under Recommendation No. 7 there are two classes, it seems to me, who are especially entitled to consideration with regard to their re-education, and these are the crippled soldier who comes back from the front and finds that he cannot pursue his former vocation, and the man or woman whose education was interrupted by the war. Most of the others will want to go back to their former employment, except those who have received a new vision for something that their activity in the service suggested. They, too, may have to be given some consideration.

I certainly approve of Recommendation No. 11. Our present small and often unprogressive school districts should be reorganized on better and larger administrative and tax bases, so as to bring the non-progressive districts up to the front.

Of course, without funds little can be done, hence Recommendation No. 14 follows logically. There are many good reasons why the world should spend much larger funds on constructive work

after it has spent so extravagantly on destruction. Who is to furnish the funds? In the past our states have been accustomed to look to local and state units to furnish the money. Shall we ask the national government to take over? There are good reasons for and against this move.

Walter Rundell, President, Junior College Section of Texas State Teachers Association, Goose Creek, Texas

The war situation has confronted us with the inadequacy of our education, both technical and liberal, but especially liberal. We need to teach our youth both how to work better and how to live so as to achieve greater satisfaction and happiness. To do this we need to keep more students in school and to offer them a better quality of education than heretofore. This seems to be the plan of the National Resources Planning Board, and I am heartily in favor of it.

If "In the postwar period no youth should be barred by economic circumstances from carrying his education as far as he possibly can," and if we are to educate all youth according to their abilities and the needs of society, the junior colleges have a big part, perhaps the biggest part, to play in this new program. Since the students of public junior colleges usually live at home, these colleges can generally offer education at a much lower cost than four-year colleges, and can thus more easily eliminate the economic obstacle. Furthermore, they can complete the formal education of many youths "according to their abilities."

Another phase of the program that makes a special demand on junior colleges is adult education. Because of their availability to employed people, they can offer evening classes in both

technical and liberal courses that prove interesting and beneficial to adults. Many of our liberal courses become increasingly meaningful and significant with maturity.

If the plan of the National Resources Planning Board is to be made effective, we should be planning now for more, bigger, and better junior colleges.

North Central

Anne McGurk, President, Michigan Association of Junior Colleges, Highland Park, Michigan

To abolish intolerance of peoples of various races and of different social and economic classes in this country, and to minimize misunderstanding of Americans for peoples of other countries, we should make available education for all who are capable of learning.

If race rioting such as Detroit has recently experienced, and if wrangling between certain types of laborers and of employers, just to mention a couple of examples of negative activities, are to be wiped out, surely education will be the most potent means. For the elimination of ignorance will go a long way toward blotting out fear and hatred in the hearts of men.

All Americans, black and white, must learn to live in harmony in our country. They must learn to solve the many social and economic problems that confront them now and those that will face them in the postwar era. In addition, they must find their places in an international program for world betterment.

The solution of all of these problems will require the best thinking of all of our men and women, regardless of their economic status. For that reason, plans should be made now to insure the education of everyone in this country who is capable of being taught.

To furnish leadership in the solving of our many problems, we should open our colleges to all individuals who have talent and the proper attributes.

In this war for survival in which we are now engaged, men have been selected and trained to do certain jobs because they had aptitudes for them, not because they could afford to pay for such education. For the gigantic task which lies ahead of us, it seems to me, we shall do well to follow this same plan of action.

O. H. Gibson, President, Minnesota Junior College Deans' Association, Eveleth, Minnesota

Granted that our present junior college enrollments will be more than doubled in the postwar period, our greatest handicap in meeting the needs of youth is our educational traditionalism. Educational habit is too much with us. Unless the administrative and teaching staffs of the junior colleges approach this deluge of added students from the "needs of youth angle," then youth and the American public will look elsewhere for educational opportunity.

I am a firm believer in a 50 per cent general or cultural program, and a 50 per cent practical education towards meeting the above problem. This is a sound middle-of-the-road course between our Hutchins-ites and our "all practicalists."

Students of merit should not be denied advanced educational opportunity because of economic difficulty. However, I am not in favor of the federal government paying students indiscriminately for continuing their education. Such procedure can demoralize the character of youth. Free, easy government money is a curse to this country, and in my judgment the NYA school aid has been a "God-send" to only a small pro-

portion of the recipients. I favor keeping open the economic door to worthy students either by repeated qualifying examinations or by giving such students the advantage of federal revolving loans, which are to be repaid.

The junior college can help raise the educational level of the nation with an adequate program for adult education. Any institution which locks its doors at five o'clock in the afternoon is still in the 1890 period.

H. E. Blaine, President, Missouri Association of Junior College Administrators, Joplin, Missouri

This statement is based upon the opinions of a number of junior college administrators throughout Missouri.

No. 1. All agree that equal access to elementary and high school education should be assured all children and youth. It seems that solution of this problem is making fair progress in the various states, and it should be left to state initiative. In Missouri under the law of 1931, which provided for larger state funds for education and provided for rural consolidation of schools, consolidated high school districts, and transportation of pupils, great progress has been made.

In the matter of technical training there is a question as to the advisability of spending large sums of money for such training earlier than the junior and senior years of high school. Foundations should be laid, habits of study created. There is a tendency among younger students in shop classes to neglect study, to think it not necessary. Personally I believe the Smith-Hughes provision of one-half day in shop is too long.

The Diversified Occupation program needs very careful control or it will do harm. It may give students the idea

that "the job" is more important than schooling.

No. 3. Among Missouri junior college administrators questioned there is rather general agreement on proposition 3, with some reservations. Col. A. M. Hitch of Kemper Military School says the general proposition is all right but it will have to stop far short of "everybody." "There is a responsibility, of course, to all youth to give them what they are capable of receiving, but administrative safeguards will have to be set up so that the N.Y.A. of the future doesn't mean every person looking for a free education, whether qualified to receive it or not." Dean Coyle, of Flat River, says it is a fine ideal, but difficult to put in practice because of the cost. However, he would like to go much farther than we have in attempting to provide college education to young people.

In order that a much larger number of graduates of high schools than at present may be interested in further education, provision in public junior colleges should be made for terminal, vocational courses. Junior colleges should be increased in number and made more accessible. Some provision should be made, as in California, for the creation of junior college units for taxation, so that all students could have the advantage of attending as resident students.

Additional aid should be provided to needy students through a part-time work program, similar to the college N.Y.A. provision.

No. 4. Most of those from whom I have received opinions are favorable to the provision of No. 4, insofar as it can be done—and not require excessive public expense.

No. 6. While there would be great disagreement, perhaps, as to how the

provisions of No. 6 should be attained, most would agree on the desirability of goals set forth in the discussion.

No. 7. All will agree that everything needed by those discharged from the armed forces should be provided if at all possible. For those engaged in defense industries the obligation should be more in providing opportunity for retraining. The sacrifice on the part of many of the latter has not been great and they should be able to finance their own training. Many civilian industries and many educational institutions have struggled for existence during the war, so that added expense or heavier taxation to provide this training would be a burden.

Junior colleges and senior colleges and all types of educational institutions should plan for a very diversified program that will give training needed by those seeking employment in new and different industrial institutions. Part-time, night school, and extension programs should be provided by schools.

No. 11. In states where consolidated high school districts, with pupil transportation, are provided, central junior colleges could be established with taxable units. Provision should be made by each state to finance these schools, and the educational program should be diversified sufficiently to meet the needs of the locality. The present movement for terminal courses should be emphasized.

No. 14. Liberal Federal aid will be needed. There is just one danger. Local school districts may throw the burden on state and national governments. This has happened in some states. This leads to extravagance in some cases and the loss of local interest and responsibility in others.

Wayne W. Johnson, President, Nebraska Junior College Association, Scottsbluff, Nebraska

The Report of the National Resources Planning Board deserves the careful study of every educator. There is no denying the need for an expanded educational program as outlined, but the question that comes to my mind concerns the financing of such a program. If federal funds are to provide 50 per cent of the cost of education, then we must ask ourselves if we want federal control of education. Perhaps such control is desirable, but there are many attendant dangers which must be given careful consideration.

The general recommendations of the Planning Board's Report are not new to most educators, but the report may provide a starting point for putting into action the theories which many of us have so long held. However, if the recommendations concerning use of federal funds are to be followed we must be prepared to accept direct or at least indirect governmental control of all education.

Western

D. R. Henry, Former President, Southern California Junior College Association, Ventura, California

This section of the Board's report should be welcomed as a sound interpretative analysis of a major imminent problem, if not the most determining postwar issue. It is impossible for the citizens of a democratic state to conceive of a new and improved social order which would modify greatly the general educational philosophy so succinctly and clearly expressed in the Board's presentation. To those primarily interested in the junior college the recommendations should prove chal-

lenging. However, the phase of the report which deals with the junior college level of education is really conservative. Many of our junior colleges in California have either reached or surpassed the general standards proposed here for the postwar period.

In general the whole presentation conforms to the trends in the more advanced educational thinking and practice, particularly of the last 25 years. It is comprehensive in scope, sufficiently factual to be convincing, and logical throughout. It is to be hoped that the high and substantial conception it outlines will gain a speedy general acceptance and find early and definite expression in the educational, social and economic developments of the critical period ahead.

OPPORTUNITIES FOR WIVES AT TYLER

The Tyler Junior College, Texas, special school for adults, opened Sept. 14, should be of even greater service this fall due to the fact that there are now so many wives of men in the service or of men who will soon be in the service. Many of these wives will want to work during the time their husbands are away, and they can perform a real service to the war effort by doing so.

Of most practical application, of course, will be the instruction in typewriting, shorthand, blueprint reading and mechanical drawing. Proficiency in these will enable the student to obtain immediate employment. Since the courses will be short, wives of trainees at Camp Fannin and the Tyler air base can complete the course and probably work for some time before their husbands complete their training.—Editorial in Tyler (Texas) *Courier-Times-Telegraph*

Consumer Education in Junior Colleges

HAROLD D. FASNACHT

THE consumer education movement is a very recent one. Most of the situations which are directly or indirectly responsible for the movement, however, are not new. They are rooted in the economic and social patterns within which we live. Briefly, these situations may be summarized as follows:

1. Industrialization, resulting in a complexity of economic problems.
2. Mechanization, resulting in myriads of products and brands on the market.
3. A multiplicity of advertising demands, which not only make consumers aware of their economic illiteracy but confuse them in their selection of consumption goods and services, and in their attempt to understand their own desires.
4. Urbanization, leading to the purchase of a much greater proportion of goods and services which were formerly produced by many people directly.
5. The growth of installment buying, time-payment plans, loan plans, and other competitive schemes devised to get the consumer's dollar.
6. A combination of these forces, contributing directly to a multiplicity of demands on the consumer's income as his standard of living is gradually altered because of them.
7. Foolish waste on the part of each consumer. This is not usually discovered until there becomes evident the existence of competition for the consumer's budget, or until the resultant feeling of insecurity

- because of the lack of consumer's goods and services makes him conscious of it.
8. A generally growing educational system developing a generally more informed society and hence a society more interested in the economic problems of its day.
 9. A beginning of the realization of the fact that the "consumer counts for something."
 10. Books and other publications in the field of practical economy.
 11. Legislation, both on the part of the Federal government and of various states, along the lines of price fixing, trade barrier removals and developments, weights, measures and standards, labels, fair trade practices, etc. This step was one which was coerced by the public. Most of those named above were more natural developments in the movement toward consumer education.
 12. The educational programs instituted by the Consumer's Division of the Office of Price Administration of our Federal Government. The attempt here is to develop on the part of lay consumers an awareness of present situations regarding price ceilings, suitable substitute goods and services, with particular emphasis on the need for savings and "slowed-down spending" to curb inflation.

The author made a survey in an attempt to learn something of the status of courses in consumer education in junior colleges and in women's colleges. He attempted to determine the relative number of such colleges having courses in consumer education, the credit given for them, their departmentalization, grade level, content, and other pertinent information. Included in the survey were 17 women's junior colleges in 10 states, 19 women's four-year colleges in 12 states and 18 coeducational junior colleges in 13 states. Twenty-four states and 54 institutions in all were represented.

In examining the various college catalogs for courses in consumer education it was discovered that similar courses

HAROLD D. FASNACHT is a busy man these wartime days. In addition to his regular duties as associate dean and head of the department of business training at Colorado Woman's College, he has because of the war emergency performed also part-time duties at the University of Denver, serving there as director of the school of commerce summer session and as supervisor of the training of business teachers. Mr. Fasnacht holds the M.A. degree from Colorado State College of Education at Greeley, and has done additional graduate work in consumer education at the University of Colorado. The survey reported in this article was an outgrowth of his work there.

often bear varying titles such as "consumer economics," "personal finance," "principles of consumption," and "principles of consumer buying." In order to confine the study strictly to courses in consumer education and to eliminate certain others, a set of objectives for courses in consumer education was selected. When the content description in the catalog was checked against these objectives the course could be accepted or definitely excluded. The objectives used were those stated by De Brum and Wilson:¹

1. The development of general socio-economic understanding, by adequate orientation in reference to our money and price system, our business institutions and business services, . . . and our means for preserving and improving our economy.
2. The development of procedures and principles . . . by knowing and understanding the various ways and means of satisfying his needs and wants.
3. The development of specific choice making; making choices as to how one's money will be spent, and goods and services for which it will be used.

In some cases where catalog descriptions were inadequate to allow proper tabulation of data, direct contacts were made by correspondence with the instructor or department head named in the catalog.

Consumer Education Courses Offered

An examination of the catalogs of the 54 colleges showed that of the 17 women's junior colleges 9 were teaching one or more courses in consumer education. Of these 9, 4 had two courses each, making a total of 13 consumer education courses in the 17 institutions of this classification. Eight of the colleges did not, as far as their catalogs showed, offer such a course at all.

Of the 19 women's four-year colleges surveyed, 15 were offering one or more courses in consumer education. As in the case of the women's junior colleges, four institutions catalogued more than one course. Three of these listed two courses and one listed three courses, all interpreted to meet the objectives mentioned before. Thus, a total of 20 courses was given by 15 of the 19 four-year colleges, only 4 not offering a course in this field.

The proportion of coeducational junior colleges offering consumer education courses is much smaller. Of the 18 cases studied, only 6 were found to offer one or more courses. One of the institutions offered two distinct courses, one of them in the department of home economics and the other in the department of business, making a total of seven courses taught by the 18 institutions surveyed.

Considering the 54 colleges as a group, 30 of them, or 56 per cent, offered one or more courses in consumer education, nine of them (17 per cent) more than one course, making a total of 40 courses listed.

Departmental Distribution

Eight of the 13 courses offered by the women's junior colleges were found listed in the curriculum of the home economics department, two in commerce, two in social science, and none in economics. One course, offered in a secretarial junior college, is not departmentalized, since the entire curriculum is secretarial in nature and purpose.

The 20 courses in consumer education in the four-year women's college group were allotted chiefly to home economics also. Twelve of these were so classified, while seven were classified with the economics courses, and three were in the commerce department offerings.

¹Joseph De Brum, and W. Harmon Wilson, *The Status of Consumer Education*, Monograph 51 (South-Western Publishing Company, Cincinnati).

The coeducational junior colleges offered three of their seven courses in the commerce department, and two each in economics and home economics.

Thus, as a whole the women's junior colleges allot their courses in consumer education to the greatest extent to the home economics department for instruction. The four-year women's institutions favor home economics but allow the economics department a good share of instruction. The coeducational junior colleges, however, place their consumer education courses first in the business department, and then equally between economics and home economics. These distributions may be due in part to the tendency toward stronger departments of home economics among women's colleges than in coeducational institutions, and at the same time to the opposite tendency with regard to business subjects. Too, in coeducational institutions there is probably a tendency to shift the consumer education courses to departments where they will be open to men.

If we consider the 40 courses as one group, we find home economics departments offer one-half of them, while in second place is the economics department, and third, the commerce department.

Grade Level of Courses

In determining the grade level of courses the traditional freshman, sophomore, junior, and senior classification has been used. Since the women's junior colleges and the coeducational junior colleges are restricted to freshmen and sophomores, so is their grade level of course offerings. More than two thirds, 9 out of 13, of the consumer education courses in the women's junior college group were found available to both lower division classes. The other

courses are restricted to sophomores only. No college limits the course to freshmen only. Of the 7 courses offered by coeducational junior colleges only one was limited to sophomores only, and one was not determinable as to grade level. The other 5 courses were offered to both freshmen and sophomores.

Two of the 20 courses listed in catalogs of four-year colleges were offered to sophomores only and two were available to both lower division classes. Seven of their courses were open to both upper division classes; five, to junior only; and three, to seniors only.

Credit Offered for Consumer Education

Credit offered varied from one semester hour in six institutions to six hours for the course in one college. In this latter case the course is continuous for two semesters of three hours each. Similarly, in another institution allowing four hours' credit the course is a two semester offering. Seventeen of the 40 courses carry three semester hours' credit, this being the most frequent practice. Thirteen courses carry two hours' credit. There is no noticeable difference between types of institutions as to the credit offered.

Other Conclusions

From the catalog descriptions and from the correspondence with the colleges, an attempt was made to determine prerequisites for consumer education courses. In most instances, however, these were not clearly stated or were so lengthy that tabulation was impossible. Some colleges offering consumer education in the department of economics require economic principles as a prerequisite. Most of the institutions offering the course in the department of home economics and in the business

department state that the course is "elective" to non-majors. Only one institution stated that its consumer education course is "required of all majors" in the department.

An interesting comparison between the departmental status of courses in consumer education as discovered in this study and that as reported by De Brum and Wilson² on the high school level can be made here. Whereas the conclusions of this study show that a majority of consumer education courses are offered by departments of home economics in the colleges studied, De Brum and Wilson report 49 per cent of 122 high schools studied offer consumer education in the department of business education. As reported by them, home economics comes third in the list, being preceded in importance also by the social studies.

Not much as to the content of consumer education courses could be determined from the study. Subject matter descriptions varied from department to department and from college to college. The common element, however, among all departments is the teaching of personal budgets, family income and expenditures, and buying for the home. Where the courses were given in the economics departments, more stress was placed on the economics of consumption; while in those in the home economics departments greater emphasis on commodity appraisal and purchasing was found.

VIRGINIA INTERMONT FILLED

Virginia Intermont College opened its sixtieth session this fall with the largest enrollment and the largest overflow in the history of the school. The purchase

of several houses to accommodate more members of the faculty outside the dormitories has made it possible to provide for a few additional students. Nevertheless, it was necessary to turn away more than 100 applicants.

CALIFORNIA COST ANALYSIS

Significant facts regarding costs in California publicly controlled junior colleges are reported in an August 1943 *Bulletin* of the State Department of Education. Detailed information is given concerning the 17 junior college districts for 1941-42.

Total current expenditures for the year amounted to \$6,548,155. They were distributed as follows on a percentage basis:

Administration	3.5%
Teachers salaries	64.4
Other instructional expense	12.1
Operation of plant	9.3
Maintenance of plant	3.5
Transportation of students	0.6
Auxiliary agencies	1.0
Fixed charges	5.6

100.0%

Assessed valuation per student in average daily attendance in the different districts averaged \$91,376 but varied widely from a low figure of \$16,491 at Compton to a high 24 times as great of \$393,313 at Los Angeles. District tax levied on this assessed valuation for local support averaged 21 cents on each \$100 of valuation, also varying markedly from less than 3 cents per \$100 at Los Angeles to 17 times as much at Pasadena, where it was 51 cents per \$100.

Percentage distribution of current receipts was as follows:

Federal funds	7.8%
State apportionment	38.3
District taxation	36.2
Tax from other districts	16.8
Miscellaneous	0.9

100.0%

²Joseph De Brum and W. Harmon Wilson, *op. cit.*

Southern Junior Colleges in War Service

REPORTS FROM ADMINISTRATORS

THE September and October *Journals* summarized information concerning the war service of junior colleges in New England and the Middle Atlantic states, which had been received in response to the following request sent to each junior college administrator:

I want to publish in the *Journal* a list of all faculty members who during the past two years have left their institutions to go into any type of distinctly war service, either with the armed forces or in a civilian capacity. I should like to have (1) the name of each individual, (2) his position in your institution (dean, instructor in psychology, etc.), (3) present rank or position (major, administrative assistant, etc.), and (4) branch of service (army, navy, marines, WAVES, Office of War Information, etc.) Will you also give me your best estimate of the number of your (1) alumni, and (2) students since December 7, 1941, who have gone into any branch of the armed forces.

This article reports similar information furnished by administrators of junior colleges in the Southern area. Similar compilations for other areas of the country will be published in succeeding issues of the *Journal*.

It may be noted that the 68 junior colleges replying (of the 187 listed in the Southern states) name 306 faculty members who have gone into war service. These same institutions reported 1325 faculty members in the 1943 *Directory*. Thus 23 per cent of their staffs has been lost. In addition, these 68 junior colleges estimate that at least 28,531 of their students and alumni have gone into some branch of the armed services.

Alabama

Sacred Heart Junior College

No faculty members.
Students, 2

Selma University

Benjamin E. Hatcher, instructor in mathematics and science; armed forces
Calvin L. Ramsey, instructor in mathematics and English; armed forces
Alumni 60, students 80

St. Bernard College

Rev. Eugene Flynn, O.S.B., registrar; Capt., Army, chaplain
Charles Richard, coach; Cpl., Army Air Corps
Alumni 48, students 30

Southern Union College

No faculty members
Alumni 50, students 30

Walker College

Theodore E. Wolters, instructor in science and mathematics; Lieut., Army, Camp Haan, California
Alumni and students, 19

Florida

Florida Normal and Industrial Institute

Louie Gene Evans, accountant; Pvt., Army
Charles E. Maxey, business manager; Pvt., Army
Ella R. Watts, instructor in mathematics; instructor, Signal Corps Training Program for Civilians
Alumni 75, students 60

Webber College

Vera R. Kilduff, instructor in economics; research economist, State Division of Commerce, Albany, New York
John H. Sherman, president; Lieut. Col., Army
Alumnae, 16

Georgia

Andrew College

James W. Borders, instructor in education; Cpl., Army
Alumnae, 25

Georgia Military Academy

C. D. Ashmore, instructor in English; Lieut., Marine Corps

W. C. Cantrell, instructor in business administration; Judge Advocate's Office, Army
 Hugh Chrisman, instructor in mathematics; instructor, Navy
 W. A. Curry, instructor in physical education; Lieut., Army
 Hal Dorsey, instructor in social sciences; Navy
 E. H. Emory, instructor in science; Lieut., Navy
 Joe Green, instructor in English; Sgt., Army, War College
 C. B. Harris, athletic director; Lieut., Navy
 J. C. Hyder, instructor in mathematics; Army
 W. A. Ligon, commandant; Navy
 J. W. C. McKay, instructor in mathematics; Lieut., Navy
 H. T. Malone, instructor in English; Army
 H. R. Merritt, instructor in science; Lieut., Army, chemical warfare
 Ross Robinson, dean; Ensign, Navy
 W. L. Roney, instructor in languages; Major, Army
 George J. Schlipf, instructor in business administration; economic adviser, Washington, D. C.
 T. E. Scott, instructor in languages; Army
 Leslie Williams, instructor in social sciences; Lieut., Navy
 D. C. Woodward, vice-president; Commander, Navy
Alumni, at least 1000

Gordon Military College

Reynolds Bush, head of chemistry department; Army
 C. C. Chandler, instructor in military science and tactics; Col., Army
 Robert F. Flewellen, instructor in social science; Lieut., Army
 Ken Fowler, commandant; Capt., Army
 Robert F. Sperry, head of social science department; Lieut., Army Air Corps
 R. J. Whatley, instructor in military science and tactics; Major, Army
Alumni 268, students 258

Middle Georgia College

Charles P. Blackmore, instructor in science; instructor, Navy
 A. E. Fulton, instructor in mathematics; instructor, Navy pre-flight school, University of Georgia
 Maggie Smith, instructor in typing; Civil Service position, Washington, D. C.
 Judson M. Strickland, instructor in Spanish and French; Army Intelligence
 Leo C. Thomas, instructor in commerce; instructor, armed services
Alumni unknown, students 300

North Georgia College

Francis E. Andrew, instructor in social science; Capt., Army
 Walter D. Booth, instructor in English; Pvt., Army
 Robert D. Calhoun, instructor in English; Capt., Army
 Charles E. Carson, instructor in physics; Capt., Army
 William E. Clark, instructor in English; Pvt., Marines
 Shault Coker, director of athletics; defense plant employee
 Treadwell Davis, instructor in social science; Lieut., Army
 Richard Maguire, instructor in chemistry; civilian position, chemical warfare
 Asbury D. Snow, instructor in physics; Major, Army
 Andrew Sparks, instructor in English; Sgt. Army
Alumni 1800, students 300

Riverside Military Academy

Frank T. Gerard, instructor in English; Lieut., Army
Alumni and students (junior college and academy), 1300

Kentucky

Ashland Junior College

Herschel Heath, instructor in history; Red Cross
 Joseph Rupert, head of physical education department; Ensign, Navy
 Frank B. Willis, head of English department; Capt., Army Air Corps
Alumni 45, students 110

Paducah Junior College

Robert G. Matheson, dean; Lieut., Navy, in charge of Naval Training Unit at Mercer University, Georgia
Alumni and students, 170

Pikeville College

James S. Curtis, instructor in psychology; Capt., Army Air Corps
 Clarence S. Manor, instructor; Lieut., Army
 Robert E. Rummel, instructor, Lieut., Army
Alumni and students, 300

Louisiana

John McNeese Junior College

Edwin H. Crews, instructor in physical education; director, physical fitness, Army
 W. B. Nash, registrar; Capt., Army

James E. Seay, instructor in English; Officers' Candidate School, Army
 Philip D. Uzee, instructor in history; Officers' Candidate School, Army
Alumni 100, students 150

Northeast Junior College

Paul A. Duet, instructor in French; Lieut., Army, chemical warfare
 Glen S. Faxon, instructor in speech; Army recreational work and speech instruction
 Jewell J. Frey, assistant auditor; Capt., Army, infantry
 A. S. Huffman, head of physical education department; American Red Cross, Alexandria, Va.
 Floyd H. Kennedy, instructor in piano; Yeoman 2nd Class, Navy
 Harry M. Lemert, band director; Warrant Officer, Army, Camp Chaffee, Ark.
 L. M. Norton, instructor in history; Lieut., Intelligence Division, Army Air Corps, Washington, D. C.
 Wilbur Lee Perkins, instructor in commerce; Wages and Hours Division, Department of Labor, Dallas, Texas
 Alvin B. Pitts, instructor in commerce; Cpl., Army, Induction Center, Lafayette, La.
 Ernest W. Seago, instructor in physical education; Lieut., Army, Louisiana State University
 William D. Sparks, instructor in physical education; Lieut., Third Air Force, Tampa, Fla.
Alumni 550, students 105

Mississippi

All Saints' Episcopal College

Mary Shaw Guider, instructor in modern languages; Government Censorship Bureau, New Orleans, La.
 Julia Heuck, librarian; War Production Board, Washington, D. C.
 Kitty Lee Palmer, head of Latin department; Lieut., WAC
 Rebecca Raulins, head of science department; chemist, DuPont plant
 Kate Shepherd, head of business department; overseas duty, American Red Cross
 Carolyn Simmons, head of social studies department; recreation worker, American Red Cross
Alumnae, 7

Gulf Park College

Ann Maddox, instructor in physical education; recreational work, American Red Cross
 Bessie Peets, assistant dietitian; dietitian at officers' club, Camp Shelby, Mississippi

Mary Reagor, instructor in Latin and French; censorship work in Spanish
 Elizabeth Sherbon, instructor in dancing; member of group to entertain soldiers, sailors, and marines in camps
Alumnae, 40

Holmes Junior College

Louis Cauthen, instructor in commerce; Lieut., Navy
 Roy Patton, instructor in industrial arts; Lieut., Navy, Seabees
 Lloyd Thomas, instructor in science and physical education; Red Cross
 Ernest Wilson, head of mathematics department; Lieut., Navy
Alumni and students, 759

Mary Holmes Junior College

Hosea Headd, principal of practice school; Sgt., Army Air Corps
 George E. Palmer, instructor in agriculture; armed forces
Alumni 25, students 50

Okolona Industrial School

C. R. Dillard, instructor in physical sciences; asst. chemist, Central Process Corporation
 Rev. Richard T. Middleton, principal; Lieut., Army, Chaplain
 L. R. Taylor, instructor in mathematics and bandmaster; Pvt., Army
Alumni and students, 140

Pearl River Junior College

No faculty members
Alumni 306, students 95

Prentiss Normal and Industrial Institute

A. W. Downs, instructor in agriculture; S2/c, Navy
 J. B. Falconer, director of religious activities; Capt., Army
 John C. Sims, instructor in agriculture; Sgt., Army
 Arthur L. Thornton, instructor in biology; S2/c, Navy
Alumni 35, students 75

Southern Christian Institute

L. E. Cousins, instructor in history; Lieut., Army, Chaplain
 Jason M. Cowan, dean; Capt., Army, Chaplain
Alumni 41, students 42

Sunflower Junior College

Richard H. Eddy, instructor in psychology; Ensign, Naval Air Corps
Aubrey R. Harris, instructor in chemistry; chemical department of defense plant
Spencer L. Murphy, instructor in languages; Cpl., Army Air Corps
Robert R. Springer, instructor in music; Sgt., Army Air Corps
Herman A. Thigpin, instructor in biological science; Sgt., Army, Medical Corps
Alumni 500, students 200

Wood Junior College

J. P. Boatman, instructor in English; American Red Cross
Brook M. Haynes, instructor in music; W. O., Army, band leader
A. S. Moorfield, instructor in languages; censor
John M. Privette, instructor in physical education; Lieut., Army, overseas
G. W. Vick, instructor in mathematics; Army
Alumni and students, 95

North Carolina

Biltmore College

William A. Jones, head of modern language department; Navy
E. Ray Mann, head of mathematics and physics departments; defense worker, Radar, DuMont
W. Ernest Merrill, head of chemistry and biology departments; defense worker, Hercules Power Company
George W. Tidd, Jr., director of dramatics department; Pvt., Army Air Corps, India
Francis S. Wilder, head of departments of economics and sociology; Office of Price Administration
Alumni 225, students 68

Lees-McRae College

E. L. Lafferty, instructor in chemistry and physics; junior chemist, Tennessee Valley Authority
Alumni 501, students 125

Louisburg College

George Badalas, instructor in science; employee of chemical war plant
John L. Cameron, athletic director for boys; Ensign, Navy
Willard Clatworthy, instructor in engineering mathematics; Navy
Luther R. Taff, instructor in English; Sgt., Army
John B. Woodall, instructor in romance languages; Army

Mars Hill College

L. Houghston Brown, assistant in maintenance department; Pvt., Army, overseas
I. N. Carr, dean; Capt., Army
James M. Cowan, instructor in physical education; Ensign, Navy
Mildred V. Hardin, instructor in French and Spanish; Auxiliary, WAC, overseas
Jones V. Howell, head of mathematics department; Lieut., Navy
Herbert L. Sebren, instructor in English; Cpl., Army
Rachel Templeton, instructor in business; supervisor, Holston Ordnance Plant, Kingsport, Tenn.
Raworth H. Walker, instructor in chemistry; Pvt., Army
J. P. Watts, assistant in maintenance department; Pvt., Army
Alumni 1000, students 275

Pfeiffer Junior College

Wallace R. Winkler, instructor in social sciences; Lieut., Army

Presbyterian Junior College for Men

Fern Andrews, instructor in commerce; civilian worker, air base
Horace M. Barnes, flight instructor; Civil Air Patrol
R. S. Boyle, instructor in English; aviation instructor, C.A.A. War Training Service
Howard S. Brown, instructor in social science and physical education; Army
John M. Formwalt, instructor in physics; special scientific research, Navy
Thomas J. Haigood, instructor in mechanical drawing; Army
Russell Helleckson, instructor in history; Army
James W. Hollis, instructor in mechanical drawing; meteorologist, Army
Everett W. MacGowan, librarian; Office of War Information
John O. Mann, Jr., business manager and instructor in commerce; Lieut., Army Air Corps
Jesse B. McArthur, instructor in aviation; aviation instructor, C.A.A. War Training Service
F. H. Ponish, instructor in music; aviation instructor, C.A.A. War Training Service
Robert M. Robinson, Jr., instructor in mathematics; Army Air Corps
Rev. Robert B. Smith, instructor in languages; government interpreter
Jamie P. Snipes, instructor in social sciences; Army

Warren Wilson College

Louis Donaldson, instructor in biology; Sgt., Army

Kenneth Dougal, instructor in agriculture;
Cpl., Army
Alumni, 100, students 50

Wingate Junior College

Francis Hoover, athletic director; Ensign,
Navy
Roy Russell, instructor in music; Army

South Carolina

Bettis Academy and Junior College

No faculty members.
Students, 54

Spartanburg Junior College

C. B. Mooneyham, instructor in athletics and
mathematics; Capt. Army
W. A. Owings, dean; Lieut., Army Special-
ist Corps
W. W. Ward, instructor in education; Army,
Officers' Candidate School
Alumni, 350

Voorhees N. and I. School

Paul Adams, instructor; Lieut., Army Air
Corps
William Bennet, instructor; Army Air Corps
Joseph Echols, instructor; Army Air Corps
Enoch Jenkins, instructor in agriculture and
farm manager; Army
Edward Kuykendall, instructor in carpentry;
Army Air Corps
Columbus Motley, instructor; Army
Alumni and students, 129

Wesleyan Methodist Coll. of Central

No faculty members
Alumni 57, students 10

Tennessee

Univ. of Tennessee Junior College

Irby R. Adams, instructor in economics and
history; Capt., Army
James R. Dean, instructor in mathematics;
Lieut., Army
C. E. Gatlin, instructor in economics and his-
tory; Major, Army
Paul N. Hug, instructor in physical educa-
tion; Lieut., Army
Alumni 550, students 100

Ward-Belmont College

Lida A. Brown, instructor in art; American
Red Cross
Nell Major, instructor in mathematics; Office
of Civilian Defense
Martha Ordway, instructor in English;
United Service Organizations

Bertha Ruef, instructor in French; War De-
partment
Betty Jane Sehmman, instructor in physical
education; Lieut., Waves
Alumni and students, unknown

Texas

Amarillo College

Clarence Brady, instructor in music; Cpl.,
Army
Robert P. Carter, instructor in physical edu-
cation; Lieut., Army Air Corps
John F. Mead, president; Major, Army Air
Corps, Washington, D. C.
Earl A. Schuchard, instructor in physics;
technician in Naval Research Laboratory,
Washington, D. C.
Carey C. Thompson, dean; Lieut., Navy
Alumni 200, students 100

Blinn College

Charles H. Puckett, head of mathematics de-
partment; quizmaster in physics, naval
cadets, Texas A. and M. College
Alumni 150, students 83

Corpus Christi Junior College

Philip J. Farley, instructor in English; PFC,
Army Administration School
J. B. Little, instructor in business adminis-
tration; Lieut., Army, Camp Bowie,
Brownwood, Texas
Grady St. Clair, associate dean; Capt.,
Army Air Corps
Alumni and students, 200

Edinburg Junior College

Lloyd B. Cherry, instructor in mathematics;
civilian naval research
C. A. Davis, instructor in social science;
Lieut., Army Air Corps
J. Lell Elliott, Jr., instructor in chemistry;
Lieut., Army Air Corps
Dale E. Grimes, instructor in physical edu-
cation; Ensign, Navy
E. P. Lillard, instructor in English; Army
Air Corps
Homer Morris, instructor in physical educa-
tion; Army Air Corps
R. P. Ward, director; Capt., Army
Alumni 1000, students 152

Hardin Junior College

Henry Barton, instructor in English; Lieut.,
Army
Earl H. Beiland, dean; Lieut., Navy
Jay J. Gramlich, instructor in aviation and
mathematics; aviation cadet, Army Air
Corps

Juanita Kinsey, instructor in speech; United Service Organizations
D. L. Ligon, director of physical education; Lieut., Army
W. J. McIlrath, instructor in foreign languages; Pvt., Army
Alumni and students, 360

Hillsboro College

E. O. Box, Jr., instructor in science; Lieut., Navy
Frank E. James, instructor in physical education; Navy
Eloise McCoy, instructor in science; WAVES
L. L. Smyth, instructor in engineering; Lieut., Army Air Corps
Alumni 428, students 158

Hockaday Junior College

Betty Batson, instructor in physical education; Army inspector of airplane parts, Lockheed
Francis E. Ballard, head of history department; Lieut., Army Air Corps
Austin Bond, head of science department; Lieut., Navy
Mary Finley Givens, instructor in music; WAVES
Florence Haasarud, registrar; Marine Corps
Alexandre Hoague, head of art department; interpretative art work with North American Aircraft Company
E. A. Manwell, head of science department; Lieut., Army Air Corps
Margaret Stickmen, dietitian; coordinator of cafeteria service, Love Field, Dallas, Texas
Alumnae 11, students 0

John Tarleton Agricultural College

Robert Barham, administrative assistant; Cpl., Army
Benjamin F. Barnes, instructor in chemistry; war work
E. A. Blanchard, head of department of mechanical and industrial arts; Lieut., Army
Harold J. Bluhm, instructor in music; production engineer, war plant
Philip Bridges, divisional secretary and librarian; Lieut., Army Air Corps
Morton P. Brooks, dean of men and asst. registrar; Lieut. Col., Army
Kathleen Cathey, assistant registrar; secretary, war work
Len Clardy, dean of men and asst. registrar; Ensign, Navy
Howard L. Dalton, head of department of mechanical and industrial arts; Lieut., Marine Corps
Charles B. DeWitt, instructor in chemistry; war work
J. D. English, instructor in biology; Lieut., Army

T. G. Field, instructor in physical education; Navy
O. H. Frazier, head of department of agricultural engineering; Capt., Army
William P. Grant, instructor in music; fitter's helper, war plant
Robert Hendrix, administrative assistant; war work
T. A. Hensarling, head of department of poultry husbandry; Capt., Army
R. D. Lancaster, administrative assistant; Lieut., Army Air Corps
H. W. Leach, instructor in electrical engineering; Lieut., Army
Gabe W. Lewis, registrar and dean of students; Lieut. Col., Army
Mrs. LaRue McAlister, instructor in English; Aerographer's Mate 3/c, WAVES
Roy L. McCollum, instructor in chemistry; war work
Ethel Bob Montague; manager of dining hall and dietitian; Lieut., WAC
L. G. Rich, head of department of agronomy; Major, Army
Earl Rudder, instructor in physical education; Major, Army
Carroll Sheffield, accountant; Cpl., Army
Dick Smith, instructor in history; Cpl., Army
J. W. Sorenson, Jr., instructor in agricultural engineering; Capt., Army
Fred Tunnell, administrative assistant; Sgt., Army Air Corps
W. J. Wisdom, head of physical education department; United Service Organizations
Arthur Worrell, divisional secretary and librarian; accountant, war work
A. B. Yearwood, Jr., head of department of agronomy; Lieut., Army
Alumni 3000, students 1000

Kilgore College

Christine Bagwell, instructor in music; hostess, Camp Howze, Texas
Wayne Bedford, instructor in music; Lieut., Army Air Corps
E. P. Christensen, instructor in English; Sgt. Army
Woody Johnson, assistant coach; Pvt., Army
Albert Kimball, instructor in mathematics; Ensign, Navy
Clyde V. Lee, athletic director; Lieut., Navy
E. C. Ratliff, instructor in speech; Lieut., Army
Francis Reed, instructor in chemistry; aviation cadet, Army Air Corps
Alumni 700, students 275

Paris Junior College

Ulmon O. Clements, athletic director; Lieut., Army, New Guinea
Max Shelton, assistant coach; Lieut., Navy, New Orleans

M. L. Story, instructor in education; teaching radio to Army and Navy men, Washington, D. C.

Alumni 550, students 80

North Texas Agricultural College

B. C. Barnes, instructor in business administration; Capt., Army Air Corps

J. D. Bryant, instructor in business administration; Lieut., Army Air Corps

Stewart Camp, bookkeeper; Pvt., Army Air Corps, radio technician

George L. Dickey, associate dean; Major, Army Air Corps

J. Fennell Dibrell, instructor in engineering; Lieut., Navy, instructor at Annapolis

H. A. D. Dunsworth, instructor in mathematics; Lieut., Army Air Corps

Minnie Lee Early, instructor in English; hostess, service club at Army camp

Pat Fowler, store manager; Pvt., Army Air Corps

E. J. Goodheart, instructor in mathematics; Lieut., Navy, Seabees

J. M. Goodwin, instructor in engineering; Capt., Army Air Corps

George H. Holt, instructor in engineering; Major, Army Air Corps

J. R. Jasper, assistant business manager; Lieut., Army, tank destroyers

D. H. Kiber, instructor in agriculture; Capt., Army, office of Provost Marshall

M. B. Lebo, instructor in horticulture; Lieut., Army, ordnance

R. J. Marquis, instructor in physics; research work on sound, Cruft Laboratory

J. T. Murchison, instructor in chemistry; Lieut. Col., Army, ordnance

Harry A. Noah, postmaster; Sgt., Army

C. M. O'Neal, instructor in English; Lieut., Naval Air Corps, Ferry Command

Delmar Pachl, instructor in art; Sgt., Army

Addie Scruggs, instructor in physical education; WAC

Carroll Sheffield, assistant business manager; Cpl., Army

F. M. Smith, instructor in engineering; Capt., Army, Engineers

T. J. Tinker, instructor in physical education; Chief Specialist, Navy

Alumni and students, 2000

San Angelo College

H. F. Bright, acting dean and instructor in mathematics; instructor in Meteorological School, Denison University

Carl Brumbelow, instructor in music; Pvt., Army

H. E. Harris, instructor in mechanical drawing and mathematics; instructor in mechanical drawing, Naval Unit, Oberlin College

P. R. Sikes, athletic director; Lieut., Navy
Alumni and students, 575

San Antonio Junior College

C. S. Gardiner, dean; supervisor, Merit Council System

Lynn Tulloch, instructor in mathematics; Army

Alumni unknown, students 65

St. Philip's Junior College

John H. Harris, dean; USO worker

A. P. Johnson, instructor in chemistry; chemist at defense plant

Emma Lue Johnson, bursar; typist at airfield

Alma Morgan, registrar; typist at airfield

E. Stevenson, instructor in chemistry; chemist at defense plant

Mrs. H. R. Stevenson, instructor in Spanish; defense plant worker

T. J. Wallace, instructor in art; Pvt., Army
Alumni 50, students 25

Schreiner Institute

John R. Andrews, instructor in English; Navy

William O. Green, commandant; Major, Army

John A. Guinn, dean of students; Lieut., Navy

Irving H. Hart, Jr., instructor in speech and English; Lieut., Army

James B. Jackson, instructor in economics; Lieut., Army

Rex R. Kelly, instructor in Spanish; Lieut., Army

Lynn W. McCraw, instructor in English; Lieut., Army

John W. Stormont, head of department of history; Lieut., Army

William M. Wilcox, assistant commandant; Lieut. Comm., Navy

Alumni 1800, students 240

Temple Junior College

H. M. Dawson, head of modern languages department; Lieut., Army

H. K. Dodgeon, head of industrial education department; Major, Army

Joe R. Humphrey, president; Lieut. Col., Army

B. A. Zinn, head of physical education department; Major, Army

Alumni 350, students 125

Terrill Junior College

Henry Jacobs, instructor in mathematics; Lieut., Army Air Corps

John D. Kirby, associate headmaster; Lieut., Army Air Corps

John S. Winston, instructor in science; defense work with Buick Aviation Plant
Alumni and students, 300

Texas Lutheran College

George F. Kieffer, instructor in chemistry; chemical engineer, government magnesium plant

Theos Morck, instructor in business administration; Ensign, Navy

Robert Pfening, instructor in business administration; economist, Civil Service

Alumni 310, students 94

Tyler Junior College

Ruth Rucker, instructor in public speaking; hostess, Army, Camp Fannin, Texas

Alumni 500, students 200

Virginia

Fairfax Hall Junior College

Mary-Paul Phillips, head of secretarial department; School of Special Service, Washington and Lee University

Alice Suiter, head of physical education department; WAVES

Alumnae, 100

Ferrum Junior College

Berta Hirtzler, head of English department; war employee, Washington, D. C.

Mary Hoyle, dean; war employee, Washington, D. C.

Myrtle Thomas, head of history department; war employee, Washington, D. C.

Students, 100

Stratford College

Robert R. Neely, business manager and instructor in mathematics; civilian instructor and business manager at Danville Military Flight Instructors School

Mary Lee Rodgers, dietitian; dietitian at Danville Military Flight Instructors School

Alumnae 15, students 10

**NEW HAVEN COLLEGE
SUSPENDS**

The Junior College of Commerce at New Haven, Connecticut, has decided to suspend classes for the duration. The board of trustees of the college reached this decision recently because of the decreased enrollment as well as because of last minute resignations of faculty members who proved to be difficult if not impossible to replace. All students

enrolled this fall have been transferred to other institutions. The college office will remain open to render all possible assistance to graduates and former students until it becomes feasible to resume the regular educational program.

NISEI AT FRANCES SHIMER

Two charming and intelligent Japanese-American girls have joined the Frances Shimer family. They bear the musical names of Masago and Manabu Shibuya. Masago, the elder sister, will do stenographic work in the office of the President, and Manabu will enter the preparatory division of the college as a high school sophomore.

The girls came to Shimer from the Heart Mountain Relocation Center at Heart Mountain, Wyoming, where they had been moved after the beginning of the war from their home in California. Masago is a graduate of Stanford University, where, in 1940, she completed her major in history. In 1941 she received her Master of Arts degree. She also has a reading, writing, and speaking knowledge of French.

The father of the sisters came to this country in the early 1900's with \$60 in cash and a basket of clothes; their mother arrived in 1914 from the same province in Japan. At the time of the evacuation in the spring of 1942, Mr. Shibuya had a highly prosperous business, raising chrysanthemums which were shipped to Eastern markets under his own trade name.

Frances Shimer is proud to welcome these girls and to bring to them all the advantages to which they are, by right of their native Americanism, entitled. It is certain that their presence on the campus will promote understanding and tolerance between the peoples of the East and the West.—Frances Shimer
College Alumnae News.

Wartime Activities

WAR AIMS

The following comment by President Albin C. Bro of Frances Shimer Junior College, Illinois, upon a letter written him by an Army father sending his daughter to the college for the first time, illuminates an important part of the task of all junior colleges for women during this critical period.

Recently I received a letter from a father who has just enrolled his daughter. This father is a physician and a Lieut. Col. in the Medical Corps. A few sentences from that letter will help us see our job from the perspective of a parent who is in the armed services. He writes:

"Our daughter has, of course, been thrown completely out of her orbit by the army and has done a brave job at adjusting herself to the conditions, but we feel now that she needs the help, encouragement and supervision your school can give her in this critical time in her life. I expect to go overseas in the next few months and I want to go knowing that she is protected from the social problems of a city high school and from the bitter realization that this war has cost her so much more than some of her associates. At the same time I feel that I can go with a free mind that my daughter is being trained to an awareness of a modern changing world which she must understand.

"I expect to educate my daughter to be an intelligent citizen. I am sure we can depend upon your school to do its full share in this project."

This parent has spoken his hopes and his fears very frankly. He has expressed five ideals that must be guide posts in any immediate plans for our school.

1. The fact of the war, whose shadow is with us now and will be with us a long time. Like the girl, we will have to do "a brave job of adjusting."
2. A home has been fractured "for the duration." No institution suffers more from war than the home. We will fail in our job unless we can train our girls to strengthen this institution.
3. "The awareness of a modern changing world" is a principle that must have more emphasis in our curriculum.
4. "To be an intelligent citizen" is a job

for education, more difficult now than at any other time.

5. "Help, encouragement and supervision"—these are the human qualities that are more important in our task than values expressed in dollars and property.

This task of helping a parent guide, inspire and train a daughter through a very critical period in life is, in my judgment, the chief reason for our existence.

IMPACT OF THE WAR

Walter E. Morgan, assistant superintendent of public instruction for the State of California, has been most closely connected with junior college developments and policies during the 17 years that he has been in the state department. He is therefore particularly well qualified to discuss possible and probable changes in public junior colleges as a result of the impact of war. In the introduction to an August 1943 publication of the state department reporting detailed statistics of California junior colleges for 1941-42, Mr. Morgan writes as follows:

The full impact of the war on our public junior colleges has not been realized in its entirety. Statistics of enrollments, attendance, types of curriculum offerings, and changes in methods and contents of instructional programs do not as yet reveal all of the changes which are taking place. The next few years undoubtedly will bring even more marked changes than those which already have affected the junior colleges.

Reductions of normal enrollments due to induction of potential students into the armed forces and to withdrawals of students to enter essential war employment, coupled with losses of faculty members due to the same reasons, have retarded the growth of our junior colleges greatly. Curriculum changes looking toward more direct training for war services, together with direct training of the personnel of the armed forces under contract with the Army, Navy, and Marine Corps, have created wholly new problems and have transformed the public junior colleges. The centering of the technical training for war

production in the junior colleges and the continued transfer of adult education programs from high school to junior college administration have also influenced this transformation.

These factors will continue to operate, and new ones will be added as the years of the war go on, to bring about even greater changes in the junior colleges. What the future holds in store for these institutions it is difficult to estimate. It is certain, however, that temporary suspension of the normal functions of the junior colleges will not have permanently injurious effects.

The experiences through which the junior colleges are passing now without doubt will strengthen these institutions rather than weaken them. Greater adaptability to individual and social needs, greater flexibility of programs and schedules, and more realistically conceived and administered instructional programs will be some of the contributions which the present period of stress will bring to the junior colleges.

ITALIANS' THIRD TRY

New Mexico Military Institute has learned that its former student, Bernard A. Gillespie, was this summer once again a prisoner of war of Italy, after being captured and made a prisoner twice before. Gillespie, who is a Lieutenant in the Army Air Corps, was shot down in Libya, captured by the Italians and made a prisoner. He was later put on a submarine headed for Italy, but the submarine was sunk by an airplane and Gillespie was rescued and returned to duty. Again he was shot down and captured by the Italians and again was started for Italy in a submarine—which was sunk by a British warship. After swimming some time, Gillespie was picked up by the British and returned to duty. Evidently he was shot down again, as his father received a letter some time later saying he was a prisoner of war in Italy.

WAR COURSES FOR ALL

Every student enrolled this fall in Pasadena Junior College, including the women, must take at least one course

in preparation for induction or war work, according to President Harbeson. The war course requirement will be one of the prerequisites for graduation. Students will be able to choose among a wide variety of subjects, however, since the war courses offered will cover more than forty different fields.

WHO SHOULD GO TO COLLEGE?

"Who Should Go to College in War-time?" is the challenging title of a recent folder issued by the Junior College of Connecticut. Junior college administrators may be interested in some of the answers given:

All young men and young women who can qualify for a college education should consider it their patriotic duty to attend college until the country calls them to some form of active service.

Young women with college training are desperately needed to replace men in war industries. Though these industries need women as machinists and welders, there are many more women available for manual labor than there are for the professional or semi-professional positions. The girl with college potentialities is more valuable to her country in a professional position which fully utilizes her abilities and training than in a routine factory job.

Young men may fit themselves for officer training prior to induction or they may choose science courses which will help to prepare them for the numerous types of technical work in the armed services.

FORDSON SUSPENDS FOR DURATION

Fordson Junior College, Michigan, has suspended classes for the duration. It states that it expects to open again when the demand warrants.

MEAD IN NAVAL SERVICE

Harland W. Mead, dean of Washington Junior College, Iowa, was given leave of absence more than a year ago for service with the United States Navy. Since that time he has been an instructor in navigation at various units, first at the Navy Teacher Training Center at

Chicago, then at the Navy Training Base at Miami, then at the Naval Air Station at Pensacola. When the Naval Flight Preparatory School was opened at Cornell College, Iowa, last January Mr. Mead was sent there to organize the work in the department of navigation.

ACTING DIRECTOR AT ALFRED

Truman A. Parish is acting director of the New York State Institute of Agriculture at Alfred. The director, Paul B. Orvis, has been given leave of absence to go into the Army, where he is serving as a Captain in the Allied Government of Occupied Territories.

GREEN MOUNTAIN—WOMEN ONLY!

Green Mountain Junior College, Vermont, which has been coeducational since its organization in 1931, has become a woman's junior college for the duration. The enrollment this fall consists of about 200 young women.

STUDENTS SCRAP FOR SCRAP

In keeping with the national trend, last year the activities of the two classes at Yakima Valley Junior College, Washington, took on a warlike nature. The members of the freshman class challenged the sophomores to a drive for old usable scrap metal. Gradually there arose on the campus two mountains of metal, which before long came to be recognized as landmarks of the neighborhood. At first the sophomore pile was the larger, and the members of that class became too certain of victory. They went to sleep on the job while the persevering freshmen quietly forged ahead, with the aid of trucks which they rented. Toward the end of the race the sophomores made a desperate last attempt to win, but they couldn't overcome the gain made by their opponents.

However, both classes were justifiably proud of the job they had done. A minor consequence of the friendly rivalry was the \$107 which entered the class treasuries when the scrap was sold.

ELGIN SUSPENDS

The board of trustees of Elgin Academy, Illinois, has voted to discontinue for the present year the Academy's junior college department, which was inaugurated in 1933.

WORTHINGTON STAYS OPEN

In spite of war restrictions, the draft, and a greatly reduced enrollment, Worthington Junior College, Minnesota, is carrying on a complete schedule of subjects. While some of the classes are small, it was believed better to run with small classes than to cut out any essential classes. In a notice to alumni, the college administration states: "We want the college to keep going so that after the war we will be in a position to offer further training to boys who are coming home from service, if they desire it, as well as to future high school graduates."

SO DOES TRENTON

Because the Trenton, Missouri, board of education and the local residents have maintained that the services Trenton Junior College renders are of vital need both during the war and in the postwar period, the college will carry on during the war, in spite of lowered attendance and other wartime handicaps. It is now in its nineteenth year.

AND BOONE DOES TOO

The Boone, Iowa, school board has decided that Boone Junior College shall operate as long as there are students, despite wartime difficulties. During the summer the board decided to discontinue the junior college, but it reversed

its decision because of public sentiment in favor of keeping the college open. A plan has been inaugurated which will permit students to work in the forenoons and attend classes in the afternoons. Also, arrangements have been made whereby students in physics, mathematics and English may prepare themselves for possible army officer study later.

This fall John Fisher, former assistant principal of the junior college, has become principal, succeeding Laurance Evans, who has accepted the superintendency of the St. Louis Park, Minnesota, schools.

VICTORY SCIENCE OFFERED

Victory science is one of the new courses which students of Pomona Junior College, California, are offered for the first time this fall. Victory science may be considered as a pre-induction course, since it concerns itself with such subjects as meteorology, elements of electricity, the study of sound, heat, principles of hydraulics, ignition and carburetion, as well as a thorough study of engines and their operation.

CHRISTIAN BROTHERS SUSPENDS

Christian Brothers College, Tennessee, organized as a junior college for men in 1940, has decided to suspend operation for the duration on account of the decrease in students.

IN CHEMICAL WARFARE SERVICE

Edward D. Knock, dean of Marshalltown Junior College, Iowa, is now a first lieutenant in the Army assigned to the chemical warfare service.

CHANGES AT VIRGINIA

F. B. Moe, dean of Virginia Junior College, Minnesota, has been given leave of absence to accept a commission as lieutenant in the Navy. He is now per-

sonnel officer at the Naval Air Station, Lambert Field, St. Louis. F. F. Cope is acting dean of the college.

ST. GREGORY'S COLLEGE

St. Gregory's College, Oklahoma, has decided to discontinue its college courses this year but will continue to operate its college preparatory department.

ALTENBURG AS COORDINATOR

George I. Altenburg, dean of Highland Park Junior College, Michigan, has been given leave of absence to serve as Coordinator for the War Training Service for Naval Aviation Cadets. H. Herbert Harbison, Jr., is acting dean.

DEAN ATKINSON WITH NAVY

W. N. Atkinson, dean of Jackson Junior College, Michigan, was called to active duty with the Navy last year. He holds a commission as lieutenant and is stationed in the office of Naval Officer Procurement at Milwaukee, Wisconsin.

KANSAS COLLEGE SUSPENDED

Iola Junior College, Kansas, has suspended operation for the duration.

CHANGES AT MUSKEGON

Muskegon Junior College, Michigan, reports an enrollment of 137 men last year, all but 5 of whom are now in the Army or Navy. This year the enrollment of men has dropped to only 17. Many of the young women, too, are employed in local war plants, so that the total enrollment shows a decrease of almost 60 per cent from that reported last year.

ACTING HEAD AT PACE

Frederick M. Schaeberle is acting as chief administrative officer of Pace Institute, New York City, while President Robert S. Pace is serving in the United States Army.

Reports and Discussion

COLLEGE K. P.*

Dr. George H. King is a tall, unruffled college president. His office at the Abraham Baldwin Agricultural College, Georgia, is typical: Big desk, bookcases, quiet.

But he looked up to see a quite-harassed professor walk in; J. N. Leckie, dressed very unlike a professor, in khaki and wearing a pith helmet.

"King, we'll never get the potatoes in. There's no labor. The plants are drying out."

Mr. King smiled and said, "How many do you need?"

"Eight at least. It's the five-acre patch."

"Well, take the women's gym class. It's in session."

There was no consternation. Eight young women stepped forward immediately, in white shirts and abbreviated navy shorts. Ten more wanted to help. The chosen crew piled into a station wagon. And in 5 minutes they were in the field. The potatoes were in by dusk and the potato seedlings were saved.

Enrollment Down to 85

The war has caused probably as strange a metamorphosis at Abraham Baldwin as at any other college in the land. Its normal 350 enrollment has dropped to 85. That number of students would never pay the freight to keep a college going; but Abraham Baldwin has turned into a big-time food processing plant that's as thorough as any operation Mr. Heinz or Mr. Campbell ever dreamed up.

*Adapted from article by Sigrid Arne, Associated Press staff writer, in Washington, D. C., *Star*

The students take about four hours classroom work a day. They give another five hours to turning out food. They handle it in every stage, from seed packet to the dinner table. This has been going on over a year for the college's own dining hall. Now, the college will contribute also to the dining halls of five other Georgia colleges.

The students plant, cultivate and harvest. They can, dehydrate or freeze the foods. They cook and serve them. Last fall they put up 15,000 cans of food. They have enough frozen green beans to last a year—and no need for ration coupons.

They live in a bewildering plenty. When I saw their freezing plant, it held the carcasses of seven steers, 18 hogs, 400 pounds of hens, and 500 pounds of broilers. All for 85 students and faculty. They go to the stores only for a few items: Coffee, sugar, salt, pepper, rice, lamb and fish. The last two items are to give the menu variety. They get a little tired of beef!

State Shifts From Cotton

Abraham Baldwin—a junior college—was set up to teach children of the land-owners of Southern Georgia how to handle the acres they will inherit. And Georgia, as a state, is in an amazing transition. It's shifting from cotton and tobacco as quickly as the research scientists can prove up other money crops. Georgia's rural people are learning both to produce the new crops and to process them. The State bids well to be an important food larder for the whole Atlantic Seaboard.

So these students are working exactly as though they were employed by some

food processing corporation. Except for classroom work, of course. In class they study crop production from pine trees to Bermuda onions to Holsteins. That includes enough field work so each student actually can do what he reads about.

Until this year, the rest of the necessary labor was done by colored field crews. But they have "evaporated" now; so the students have taken their places—at 20 cents an hour—and they love it. The student who will work every day can make his entire expenses.

Students on the milking crews have to be up at 3:30 a.m. Those who stoke the hot water boilers are up at 5:30 a.m. They all combine to keep the dormitories and classroom buildings clean. They've even built new campus buildings, just to learn the repair work they may have to direct on their own farms and plantations.

The college was in a happy position to make this strange transition. A year ago it built a \$40,000 food processing plant for research and teaching. It includes a modern freezing plant and a modern mechanized canning plant. The freezing plant is so large it is now opening one unit, which will hold 20,000 cans, to the public.

Build Dehydrating Plant

The students are building their own dehydrating plant, thereby learning carpentry, plumbing and electricity, under H. L. Simpson, the professor in food processing.

Dr. King found that the whole county wanted to use the college's canning room. So, why not? Groups of women can bring their fruits and vegetables, which they must prepare themselves. But the students do the canning, at 20 cents an hour, for which the women pay.

Dr. King follows the wholesale market prices when he sells his students' produce to other colleges. This is with approval of the State Board of Regents.

The college adjoins a large State experimental farm, also run by Dr. King. What the students can't raise they buy from the farm. And they pay for it. Even so their meals average only 12½ cents a person.

Three weeks ago the last "outside help" left. The professional colored cooks in the kitchen took war jobs. Dr. King turned to Ina Gaines, professor in home economics. She said, "We'll put it up to the students."

Now students man the kitchen and the dining hall. Miss Gaines supervises. It's odd, but the college's best piano player, Harold Thompson, turned out to be the king of the biscuit makers. To be perfectly honest there are more young men on the kitchen crews than young women, and they do a better job. The young women are quickest to volunteer for the tough field work.

Dance Saturday Nights

It's not all drudgery. The school took the State's junior championship in basket ball. They dance every Saturday night. But the drive to grow and save food seems to be an infectious fever, Mr. King says. New students slip away at every opportunity to see movies in nearby Tifton. But shortly, says Mr. King, these visits get farther and farther apart.

The students produce some amazing results. There's a redheaded girl, Eula Wood from Wilkerson County, who went home this summer to supervise canning in her county. She's "acting county demonstration agent"—at 19. Last summer she planted 32 vegetables on a quarter acre on her father's farm and canned 4,231 quarts of food.

Junior College World

"COLLEGE ON \$300 A YEAR"

The *Ladies Home Journal* for May contained an article by Paul Popenoe on "College on \$300 a Year," which has caused widespread interest in the group of colleges he discusses. The following paragraphs are quoted from this article:

Since 1935 the Methodist church has completely and handsomely rebuilt Pfeiffer (Junior) College, at Misenheimer, North Carolina, as a cooperative school. It is a junior college, providing only the first two years of a full course, but it would be a good place for a young person to start, while deciding in what direction specialization was later advisable.

There is no extra charge to out-of-state applicants. Students have the option of three plans to cover all tuition and living expenses:

3 hours work each week, plus \$254 cash

7 hours work each week, plus \$216 cash

14 hours work each week, plus \$166 cash

By special arrangement, students may work even longer hours and pay less cash—or none at all. Books and fees for special courses are figured at not more than \$20 per year.

Thus, with the moderate effort involved in one hour of work for the school each day, a student may cover his year's expenses with less than \$250, leaving \$50 for transportation and incidentals on the \$300 budget I am here considering.

ILLINOIS TAX AUTHORIZED

Any school district in Illinois which maintains a publicly controlled junior college is authorized to levy a tax upon all the taxable property in the district up to 35 cents on each \$100 valuation "for educational purposes," and up to 15 cents on each \$100 "for building purposes and the purchase of school grounds," according to an amendment to the junior college bill of 1937 passed at the last session of the state legislature.

CALIFORNIA ACCREDITATION

Announcement has been made by the Board of Directors of the Western Asso-

ciation of Colleges and Secondary Schools of its decision to establish lists of approved or accredited institutions of high school and of junior college level within the State of California and to furnish such lists to agencies or persons interested in securing them. Further details may be had by writing to the president of the Association, President Archie J. Cloud, San Francisco Junior College, San Francisco, California.

100TH YEAR FOR KEMPER

Kemper Military School, Missouri, has started its hundredth academic year auspiciously—with its largest enrollment in history. It is noteworthy that as Kemper reaches the century mark its Superintendent, Colonel A. M. Hitch, begins his forty-fifth year of distinguished service at the school. Colonel Hitch's abilities and leadership have been of great value not only to his own institution but also to the American Association of Junior Colleges, in whose counsels he has taken an active part throughout the years.

RECORD ENROLLMENT

Ward-Belmont College, Tennessee, opened its thirty-first session this fall with a record enrollment and 19 new staff members.

ADMINISTRATIVE CHANGE AT PFEIFFER

Wick S. Sharp, who for ten years has served as president of Pfeiffer Junior College, North Carolina, has resigned to pursue a year of study leading to the completion of his doctorate. G. G. Starr, dean of the College, has assumed the duties of acting president until the board of trustees elects a successor to

Mr. Sharp. Mr. Starr received his M.A. degree, with a major in school administration, from Ohio State University, and has done additional postgraduate work at Ohio State, Columbia University, and George Peabody College.

NEW DEAN AT CROSBY-IRONTON

John P. von Gruening is the new dean at Crosby-Ironton Junior College, Minnesota, taking the place of Thomas W. Simons, who had been head of the institution since its organization in 1937.

GLENDALE'S NEW DIRECTOR

Basil H. Peterson has succeeded George H. Geyer as director of Glendale Junior College, California.

HALSEY STAYS AT CONNECTICUT

James H. Halsey of the Junior College of Connecticut, whose resignation to become director of the Hillcrest School was announced in the press in August, states that he has decided instead to remain in his position at the Bridgeport institution. This year Mr. Halsey is president of the Connecticut Conference of Junior Colleges.

NEW HEAD AT DENVER

Wenzil K. Dolva has succeeded John T. Lynch as director of Denver Junior College of the University of Denver.

CHRISTIAN COLLEGE GROWTH

Christian College, Missouri, reports an increased enrollment this fall of 21 per cent over the same date last year. The institution is filled to capacity and could have had a 50 per cent increase in enrollment if it had room to accommodate all who applied.

NEW PRESIDENT AT MITCHELL

Mitchell College, North Carolina, opened this fall under the administration of a new president, R. S. Arrowood, who

formerly was pastor of the McKinnon Presbyterian Church of Concord, North Carolina. Mr. Arrowood received his A.B. degree from Davidson College and graduated from Union Seminary in Richmond with the degree of B.D.

JOHNSON LEAVES SCOTTSBLUFF

Wayne Johnson, dean of Scottsbluff Junior College, Nebraska, since 1938, resigned this fall to accept the position of assistant personnel director in the metallurgical department of the University of Chicago. Miss Amie Gilbert is now dean at Scottsbluff.

WAYLAND HAS NEW PRESIDENT

Weimer K. Hicks, formerly director of guidance at the Peddie School, New Jersey, has become president of Wayland Junior College, Wisconsin, replacing Stanley C. Ross, who is now with the Office of Price Administration in Washington, D. C.

NEW FAIRBURY DEAN

Carl H. Schmidt is the new dean of Fairbury Junior College, Nebraska, taking the place of W. S. Dodd who resigned last year.

VON TREBA BECOMES DEAN

John Thomas Von Treba is the new dean of La Junta Junior College, Colorado, succeeding Louis A. Breternitz who resigned recently to join the University of Denver staff. Dean Von Treba, who holds the Ph.D. degree from Colorado State College of Education, goes to La Junta with extensive experience in the junior college field in Kansas.

NEW DEAN AT ELKADER

Mrs. Cleo K. Gould has become dean of Elkader Junior College, Iowa, replacing G. A. Luther as administrative head of the institution.

From the Secretary's Desk

TENTATIVE PROGRAM

Following is the tentative plan for the annual meeting at Cincinnati, January 11-13, as outlined by President Bogue:

Monday evening—Meeting of the Executive Committee.

Tuesday morning—Meeting of Committee on Postwar Plans.

Tuesday afternoon—Opening general session: Presidential address, secretary's report, major address.

Tuesday evening—Section meetings:

- (1) Publicly controlled junior colleges;
- (2) Privately controlled junior colleges.

Wednesday morning—Special breakfast meetings of geographical and other groups. General session: Postwar plans for junior colleges.

Wednesday afternoon—General session: Present wartime problems in junior colleges.

Wednesday evening—Annual dinner, with major address.

Thursday morning—Special breakfasts, Phi Delta Kappa, junior college women, others. General business session.

Thursday afternoon—Meeting of Executive Committee.

CONVENTION DISTANCES

How much travel would be necessary if every member of the Association should send one representative to an annual meeting? How would the distance vary with various possible convention cities? In connection with the decision to hold the next meeting in Cincinnati, the Executive Committee gave consideration to answers to these questions as compiled by the Washing-

ton office. Following are the average travel distances from member institutions to the cities which had been suggested as possible locations for an annual meeting:

Los Angeles	1609 miles
Denver	1020 miles
New York	971 miles
Atlanta	797 miles
Chicago	710 miles
St. Louis	693 miles
Cincinnati	686 miles

BECK ON PLANNING BOARD

James L. Beck, dean of Thornton Township Junior College, Illinois, has just been elected a member of the National Educational Planning Commission as the representative of the American Association of Junior Colleges on this newly established body. Dean Beck is also a member of Dr. Lounsbury's Committee on Postwar Plans for Junior Colleges and thus can act as a liaison officer between the two groups. The National Educational Planning Commission was organized last June with Carleton Washburne of the Progressive Education Association as chairman and Carl Milam, secretary of the American Library Association, as vice-chairman. During Dr. Washburne's absence in European service Mr. Milam is serving as active head of the group. The commission is composed of official and unofficial representatives of leading educational associations and of persons chosen to represent the fields of business, industry, agriculture, and health. It is developing a comprehensive program "for enlisting the leaders in every American community in the formulation of a national policy for American education to fit the children and youth of today

to meet the problems and challenge of the postwar world."

ENROLLMENT DATA

A median decrease in enrollment of 32 per cent as compared with the same date last year is shown by reports received up to October 6 from 293 junior colleges of all types in all parts of the country. Of these colleges, 39 (13 per cent) reported an increase over last year, 28 (10 per cent) reported no change, while 226 (77 per cent) indicated a decrease. Following are the percentages of change reported:

	Number
Increase of 60-69%	2
50-59	3
40-49	4
30-39	5
20-29	9
10-19	9
1-9	7 39
No change 0	28
Decrease of 1-9	9
10-19	23
20-29	34
30-39	40
40-49	38
50-59	38
60-69	29
70-79	12
80-89	3 226

SECONDARY SCHOOL ORIGIN

For publication in a forthcoming national report, the Executive Secretary has been asked to furnish information on the number of privately controlled junior colleges which developed from earlier secondary schools. A check of the historical statements for the 255 privately controlled, accredited junior colleges listed in *American Junior Colleges* shows that 141 of these, or 55 per cent, were at one time preparatory schools or seminaries. Many of these still retain a preparatory department,

although many others have abolished it with the extensive development of the public high school and devote themselves now exclusively to work of college level in the two junior college years.

100 PER CENT RECORD

Dean E. L. Harvin of Corpus Christi Junior College, Texas, writes as follows, under date of September 29:

Enclosed is our check for \$21 in payment of our group subscription to the *Junior College Journal*. This will make our faculty 100 per cent in subscribers. Incidentally we have been 100 per cent for the past three years.

I consider the *Journal* indispensable to a junior college faculty. You have increased its value further by your "Suggestions for Faculty Discussion."

Would that there were more 100 per cent institutions! How about yours?

JEWISH STUDENTS

At the request of individuals concerned with guidance in the secondary schools, the Executive Secretary has completed a brief study of the conditions regarding entrance of Jewish students at a selected group of 24 privately controlled junior colleges, most of them institutions for women. Copies of this study, in mimeographed form, will be sent upon request to anyone interested.

FIELD WORK

The Executive Secretary attended a specially called meeting of the National Japanese American Student Relocation Council in New York September 29. October 1 and 2 he and President Bogue participated in the special Institute for the College Field Recruiting Program called by the National Nursing Council for War Service in New York.

Judging the New Books

RAYMOND M. HUGHES, *A Manual for Trustees of Colleges and Universities*. Iowa State College Press, Ames, Iowa, 1943. 166 pages.

Numerous books and monographs have been written for the guidance of college presidents and faculties—very few indeed for the guidance of the men and women upon whom rests the final responsibility of determination of policies for our 1700 institutions of higher education. Yet there are ten times as many trustees as presidents! President emeritus Hughes has written a compact, convenient, non-technical volume intended primarily to interpret the job of the average college trustee. Much friction and possible misunderstanding could be prevented and a higher level of intelligent service be secured from trustees if each junior college would see that every member of his board had an opportunity to peruse this little volume. The trustee would secure a more intelligent comprehension of what he should do—and, perhaps more important, of what he should not do or attempt to do as a college trustee.

Considerable space is devoted to specific consideration of junior colleges and their place in American higher education. "This phenomenal development and growth of junior colleges in the past 25 years must give great satisfaction to their founders, to their boards of trustees, and to their executives. They certainly fill an important place in American education. . . . There is every reason to expect that enrollment in the junior colleges will more than double, will largely exceed half a million students, within another ten or fifteen years." (pp. 48-49). The author states

that "for reasonable efficiency" junior colleges should enroll a minimum of at least 100 students and preferably 200. He advocates an expense of \$10 to \$15 per student for a junior college library. He wants a junior college to offer both transfer and terminal curricula.

Some of the manual, of course, is of interest only to trustees of large universities. The greater part, however, is fully applicable to the trustees of junior colleges, which comprise almost a third of the total number of 17,000 trustees of the 1700 colleges and universities of the country. There is a distinct value to the junior college movement, too, in the possibility that university and senior college trustees may obtain a more intelligent understanding of the junior college from the specific attention given to it by President Hughes.

It would be well if every junior college president, dean, and faculty member could read this volume—and then have it read by every trustee as well. "This business of being a college trustee can be a great business, a great pleasure, and a great service. It can also be a very small, useless, and perfunctory service." (pp. 161-62). Such use as recommended above would go far toward assuring the former of the two alternatives suggested.

LOUIS T. BENEZET, *General Education in the Progressive College*. Teachers College, Columbia University, New York, 1943. 190 pages.

This book reports in considerable detail three important college ventures which have been given wide publicity in recent years—Sarah Lawrence, Ben-

nington, and Bard—the first two colleges for women, the third for men. These institutions have frequently been referred to as “progressive” colleges, even though there is no fully satisfactory definition of that much used and sometimes abused term. The report in this volume, which is descriptive rather than statistical, aims to show what this controversial label has come to mean in terms of actual operation within the college programs of the three institutions selected for study. It traces the chief curriculum changes at the colleges from their foundation to the present time and endeavors to show what the progressive college has to offer to the problem of meeting demands for a better program of “general education” (another term yet to be satisfactorily defined) in the American college of today and of tomorrow. Junior college administrators will be especially interested in the chapter on Sarah Lawrence College since this institution was originally chartered as a junior college and still places much stress on its two-year curricula.

LOUISE STAPLES COBB, *A Study of the Functions of Physical Education in Higher Education*. Teachers College, Columbia University, New York, 1943. 176 pages.

Physical education for many years has been confronted with basic conflicts over its function in higher education. It is the object of this analysis to study some of these conflicts, analyze various viewpoints, and present their implications for higher education. Chief subjects of discussion are health as an objective, preparation for leisure, character as an objective, military training, required or elective courses, and the problem of leadership. With reference to military training and physical edu-

cation the author reaches the conclusion that “the former cannot provide the results in development and educational outcomes possible in the latter, and that on no reasonable basis can military training be substituted for physical education.” (p. 121). The final chapter presents seven carefully considered “Inferences for Education,” and concludes that “it is clearly impossible for any department to be solely responsible for such objectives as these” but that “working together, the various forces of college and university life may realize in the lives of students the full function of physical education in higher education.” (pp. 162-63).

NEW PUBLICATIONS RECEIVED

- EVA KNOX EVANS, *Children and You*. G. P. Putnam's Sons, New York, 1943. 60 pages.
- EVA KNOX EVANS, *So You're Going to Teach*. Julius Rosenwald Fund, Chicago, 1943. 51 pages.
- W. L. HART, W. A. WILSON, and J. I. TRACEY, *First Year College Mathematics*. D. C. Heath and Company, Boston, 1943. 124 pages.
- M. EUNICE HILTON (editor), *Guide to Guidance*. National Association of Deans of Women, Washington, D. C., 1943. 67 pages.
- C. H. LAWRENCE (editor), *New World Horizons*. Silver Burdett Company, New York, 1942. 94 pages.
- FOSTER W. LOSO, PETER L. AGNEW, *Secretarial Office Practice*. South-Western Publishing Co., Cincinnati, Ohio, 1943. 535 pages.
- HENRY A. PERKINS, *College Physics* (Abridged). Prentice-Hall, Inc., New York, 1943. 593 pages.
- ESTHER RAUSHENBUSH, *Literature for Individual Education*. Columbia University Press, New York, 1942. 262 pages.
- ESTHER RAUSHENBUSH, Editor, *Psychology for Individual Education*. Columbia University Press, New York, 1942. 306 pages.
- H. W. ROBBINS and R. T. OLIVER, *Developing Ideas Into Essays and Speeches*. Longmans, Green and Co., New York, 1943. 160 pages.
- STANFORD UNIVERSITY SCHOOL OF EDUCATION FACULTY, *Education in Wartime and After*. D. Appleton-Century Company, New York, 1943. 465 pages.
- RICHARD B. STARR (editor), *Foremanship Training*. Prentice-Hall, Inc., New York, 1943. 191 pages.

Bibliography on Junior Colleges*

4867. REYNOLDS, J. W., *A Philosophy of Education at the Junior College Level*, Fort Smith Junior College, Fort Smith, Arkansas, 1942, 26 pages (Hectographed).

A manual for junior college faculty meetings with outlines for discussions and suggested readings.

4868. RICCIARDI, NICHOLAS, "Terminal Courses," *California Schools* (December 1930), 1:301.

Brief statement that Ventura Junior College plans to specialize in terminal courses.

4869. RICCIARDI, NICHOLAS, and HARBESON, JOHN W., "Principles of Junior College Curriculum Study," *California Journal of Secondary Education* (March 1941), 16:139-44.

A statement of fundamental principles formulated by the co-chairmen of the curriculum committee of the California junior college survey and "definitely subscribed to by the junior colleges of California."

4870. RICHARDS, IRVING T., "The Junior College Cleavage," *Association of American Colleges Bulletin* (October 1941), 27:511-18.

Holds that the junior college, except in rare instances, cannot perform the preparatory and vocational terminal functions in the same institution but that the cultural terminal function can be satisfactorily combined with the preparatory function. "Junior colleges must choose for themselves one or the other of these two functions: they can either instill the love of learning and widen the student's intellectual horizon for the college, or they can undertake, on a different level, the preparation of the non-college student for earning a livelihood. They cannot do both."

4871. RICHARDSON, O. D., "Nisei Evacuees—Their Challenge to Education," *Journal of the American As-*

sociation of Collegiate Registrars (October 1942), 18:89.

Comments upon the author's article in the *Junior College Journal*, September, 1942.

4872. RIEBE, H. A., "The Junior College Movement," *Education Abstracts* (January 1941), 6:26-27.

Abstract of volume by Carl E. Seashore.

4873. RIESEN, E. R. (Editor), *Opening College Doors for High School Students*, University of Arizona, Tucson, Arizona, 1941, 25 pages.

A booklet of information and suggestions about college prepared by a special committee of the Arizona Education Council and published by the higher education institutions of the state, including Phoenix Junior College and Gila Junior College.

4874. RINDONE, JOSEPH, *Business Education in the Public Junior Colleges of California*, Los Angeles, California, 1938.

Unpublished master's thesis at the University of Southern California.

4875. RITCHIE, MILLER, *A Study of Student Personnel Practices in Virginia Colleges*, Williamsburg, Virginia, 1942.

Unpublished master's thesis at the College of William and Mary. Based upon data from 15 senior colleges and five junior colleges in the state.

4876. ROBB, JAMES L., "Tennessee Wesleyan College," *Southern Association Quarterly* (November 1940), 4: 584-85.

Historical sketch of the college and statement of its present status.

4877. ROBB, JAMES L., "The Junior College, A Successful Experiment," *Southern Association Quarterly* (May 1941), 5:283-87.

A radio address given at the meeting of the Southern Association. Treats objectives, underlying reasons, numbers, other classifications, enrollment, recognition, and curricula. "The junior college is a success-

*This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Bells, (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

ful experiment. However, the experiment is by no means concluded. New and enticing fields of experimentation loom up ahead."

4878. ROBBINS, CATHERINE J., "The Orientation of Transfer Students," *Journal of Higher Education* (December 1942), 13:483-87.

A report by the dean of women at Pasadena Junior College, California.

4879. ROBBINS, CATHERINE J., "The Orientation of Transfer Students," *Bulletin for Institutions of Higher Learning of the Catholic University of America* (February 1943), 5:1-2.

Abstract of article in *Journal of Higher Education*, December 1942. See No. 4878.

4880. ROBERTS, HAROLD, and STAVELY, MARTHA, "Wartime Adjustments of Junior Colleges," *California Journal of Secondary Education* (November 1942), 17:410-14.

Reports administrative and curricular changes as derived from questionnaire returns from 47 junior colleges in California, Idaho, Montana, Oregon, Utah, and Washington.

4881. ROBINSON, ELMO A., "The Pacific Conference on the Teaching of Philosophy," *School and Society* (January 31, 1942), 55:136-37.

Includes report on discussion of teaching of philosophy by Orvil F. Myers of Los Angeles City College.

4882. ROBLEE, M. M., "Junior College Directory 1941," *Education Abstracts* (June 1941), 6:186.

Characterization of directory published in *Junior College Journal*, January 1941.

4883. ROEHM, A. I., "General Romantic Language as a High School or Junior College Course," *Peabody Journal of Education* (November 1942), 20:173-79.

Description of a combination course given for third year students of Latin, French, and Spanish.

4884. ROSELIUS, WILLIAM H., *A Follow-Up Study of Hebron Junior College Graduates*, Lincoln, Nebraska, 1938, 120 pages. ms.

Unpublished master's thesis, University of Nebraska. Finds that the training re-

ceived at Hebron Junior College is an important factor in the success of 70 per cent of its graduates; that it is deficient in the social training given, in guidance functions, physical plant, and equipment. Shows that the college needs a more varied curriculum and an enlarged extracurricular program.

4885. ROTH, KARL M., "Aircraft Manufacturing," *Sierra Educational News* (February 1941), 37:11-13.

An outline of the methods used in the aircraft shop of Modesto Junior College, California, where 125 young men are taking practical courses related to airplane manufacturing.

4886. ROUCEK, J. S., "Criteria for the Establishment of Public Junior Colleges in Kentucky," *Education Abstracts* (September 1940), 5:267.

Abstract of Henry A. Adams' doctoral dissertation at University of Kentucky. See No. 3846.

4887. ROWDEN, DOROTHY, *Handbook of Adult Education in the United States, 1936*, American Association for Adult Education, New York, 1936, 423 pages.

Includes information on extension courses offered by 12 junior colleges.

4888. ROWELL, AGNES MERRILL, *A Study of Reading Ability in the Antelope Valley Joint Union High School-Junior College*, Los Angeles, 1935.

Unpublished master's thesis, University of Southern California.

4889. RUGGLES, C. O., "The Articulation of Secondary and Higher Education in Business," *National Education Association, Proceedings*, 1921, 59:369-73.

Paper read before the Department of Business Education.

4890. RUSSELL, J. D., and HAYES, D. T., "Selected References on Higher Education," *School Review* (December 1941), 49:777-86.

Includes several annotated references on the junior college.

4891. RUSSELL, J. D., and WELLCK, A. A., "The Organization of Higher Education," *Review of Educational Research* (October 1940), 10:325-30.

Includes discussion of junior college en-

rollment trends, interinstitutional cooperation, and legal status of junior colleges.

4892. SACKETT, R. S., "Eligibility of Junior College Transfers," National Collegiate Athletic Association, *Proceedings*, December 1934.

A committee report. "Problems of eligibility will have to be solved as best they can until the time arrives when uniformity in practice . . . is practicable."

4893. SALA, J. ROBERT, "Registration in a Small College," *Journal of the American Association of Collegiate Registrars* (October 1941), 17:77-82.

Includes description of procedure in use at Christian College, Missouri.

4894. SALA, J. ROBERT, "They're in the Army Now," *Bulletin for Institutions of Higher Learning of the Catholic University of America* (April 1943), 5:3.

Abstract of article in *Junior College Journal*, January 1943.

4895. SALA, J. ROBERT, "They're in

the Army Now," *Education Digest* (April 1943), 8:15-16.

Digest of article in *Junior College Journal*, January 1943.

4896. SAMPSON, WILLIAM P., *A Survey of Commercial Education in the Junior Colleges of the United States Compared with the Contemporary Survey of Commercial Education in the Secondary Schools*, Chicago 1935.

Unpublished Master's thesis, University of Chicago.

4897. SANDERS, RAYMOND S., *Achievement Standards in Selected Subjects in Business Education in California Junior Colleges*, California State Department of Education, Sacramento, California, 1941, 58 pages (mimeographed).

A detailed analysis of the standards of achievement of public junior colleges in California in stenography, typing, accounting, dictating machine transcription, machine calculation, and filing.

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